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LITTLEFIELD, JAMES E., ED.; SHAWVER, DONALD L., ED.

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ABSTRACT

The transcript of a workshop on doctoral education, this monograph is intended as an idea generator for those who teach doctoral students in marketing. Among the topics considered are the future of the Ph.D. in marketing, the ideal Ph.D. curriculum, the question of whether or not Ph.D. research can be more substantive, teaching Ph.D.'s to teach, and attracting and funding Ph.D. students. (MSE)

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edited by: james e. littlefield
and
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AMERICAN MARKETING ASSOCIATION

2

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AMERICAN MARKETING ASSOCIATION

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FOREWORD

The American Marketing Association presents this monograph as an idea generator for people who teach marketing doctoral students.

The universal requirement, though frequently waived, for any person who aspires to teach marketing courses in the 513 business schools in the United States is to have an earned doctorate. The influence of teachers with newly earned doctorates extends through many years and is reflected in thousands of undergraduate students and MBAs. Yet only about 50 schools offer a doctoral program in marketing. Thus, it is most important that the schools responsible for molding doctoral students monitor their programs carefully and continuously. This monograph is intended to contribute to that end.

The monograph resulted from a workshop on doctoral education. It was a true workshop where ideas were flushed out, exchanged, and developed. The sessions had a minimum of structure, and the participants spoke without notes but with seriousness and deliberation. Consequently, the monograph has a distinct oral flavor and reads differently from a research paper. But, if the contents stimulate one teacher of doctoral students to do better, the purpose of the monograph will have been achieved.

The American Marketing Association thanks Professor James E. Littlefield of the University of North Carolina and Professor Donald L. Shawver of the University of Missouri for thier efforts in setting up the workshop and making this monograph available. Their contribution to the academic profession of marketing is appreciated.

Keith K. Cox, University of Houston
Editor, Professional Publications

PREFACE

This monograph is the written record of a workshop on doctoral programs in marketing held on the campus of the University of North Carolina at Chapel Hill on April 22 and 23, 1976. The editors are grateful to the University of North Carolina for making their spacious facilities available.

Professor Keith K. Cox, University of Houston, originated the idea of the workshop. The American Marketing Association sponsored the workshop under the auspices of Professor Cox, who was at the time Vice President for Marketing Education of the AMA. The editors of this volume served as coordinators of the workshop and were responsible for the format and for invitations to participate.

All participants at the workshop contributed to the dialogues. Any success this volume may have is due to the merits of the ideas generated by the participants. They displayed an intense interest in the subject of doctoral programs and contributed to the workshop in a truly professional manner. The editors thank the participants once again.

A deliberate attempt has been made in this volume to preserve the flavor and quality of the oral dialogues. Formal papers were not presented at the workshop; participants spoke without notes. This report is available only because the sessions were recorded and the tapes were subsequently transcribed. Because of space considerations, some dialogue has been omitted. The editors tried to use their best judgment to achieve continuity. But continuity is not necessarily a characteristic of oral communication, and the editors have made some compromises between completeness and clarity. Any errors in fact and interpretation should be attributed to the editors and not to the participants. Linda K. Wilson of the University of

North Carolina and Jessica Bailey and Beverly Searcy of the University of Missouri assisted the editors with this publication. Their splendid efforts are gratefully acknowledged.

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x

FOCUS OF THE WORKSHOP

James E. Littlefield and Donald L. Shawver were moderators.

Shawver

The focus of our workshop is on doctoral programs in marketing. During the calendar years 1974 and 1975, the total output of 56 American universities was just over 200 doctorates in marketing. Thus, the average output of doctorates in marketing for those large well-known schools that even have a program is only about 2 per year per school. A university that turns out as many as 4 doctorates in marketing in a single year has a large program.

Our workshop, then, is concerned with a relatively small program. But the quality of today's doctoral programs determines the quality of the discipline of marketing in the future. We are dealing with a vital and important subject.

In order to focus our workshop, Jim Littlefield and I sent mail questionnaires to doctoral students, to doctoral faculty, and to university administrators. Jim and I took a Bayesian approach. We put a low prior probability on whether we would find a common thread running through the various doctoral programs. We have not revised this probability. Apparently there is no common thread. Rather, we found that there are a number of issues and concerns that need to be resolved.

Let me report what's on the mind of the faculty. Many professors are concerned with where the discipline of marketing is going. Will our present programs meet future needs? While not a common thread, professors are concerned with teaching. Can the PHD in marketing really teach? What is the relationship of teaching to the doctoral program? Jim and I have asked Ben Enis to address the workshop on these points at lunch.

What is the role of research? Why don't programs require more statistics? Why is there so little emphasis on theory in doctoral programs? Should the PHD be more than a super MBA? What about the PHD compared to the DBA? (Jim and I want to avoid this issue. We claim that PHDs and DBAs are equivalents. All future references to "PHD" or "DBA" encompass both.)

"Is there any focus on marketing?" one professor asked. "We seem to be preoccupied with consumer behavior, statistics, and research methodology. Is there nothing unique about marketing? We are losing our identities as marketers."

There are many other issues that you may want to consider. Let me quote another professor: "PHD programs produce researchers qualified only to teach in a narrow subsegment of the field. Today's marketing teachers have less breadth than is required to teach at schools with large undergraduate enrollments."

Doctoral students expressed concern about the candidate-faculty relationship. How do you get an advisor? Is the advisor really the supreme being? How can you get an appointment with an advisor—even when he's in town? Professors did not seem to be too concerned about this issue, but we might want to talk about it.

Professors reported the usual complaints about university administrations. While about half of the schools reported good relationships, the other half complained about operating through an assistant dean for graduate studies who was really not concerned about the PHD in marketing.

The proliferation of doctoral programs was mentioned by professors. Some professors believe measures should be taken to close the increasing gap between PHD research and executive operational needs. There was a call for the American Assembly of Collegiate Schools of Business (AACSB) to establish accreditation standards for doctoral programs. The problem of foreign students re-entering educational systems in their home country was reported. There was a concern and a call for increased funding of both business and government research of a significant and nonproprietary nature.

These are some of the threads running through the fabric of the questionnaires that were returned. Jim Littlefield and I did not start out to find a common thread. I report to you again that we did not find one. Accordingly, we have set up this workshop with a minimum of structure. We earnestly solicit your comments, with respect not only to the issues suggested, but to other issues as well.

Littlefield

Let me comment on the demand and supply of marketing PHDs. To repeat, Don Shawver and I sent out three different but related questionnaires. One questionnaire was sent to the doctoral program director, which is in one sense a misnomer because in most schools there is no such thing as a marketing doctoral program director. We presume the questionnaire reached the appropriate people. We got back 38 of the 76 questionnaires sent to program directors.

Ten of the 38 schools predicted a future increase in the size of their marketing doctoral programs. One predicted a decrease, and 27 said there would be no change. Interestingly, of the 10 that predicted an increase, we asked: "On what basis do you make this prediction?" Five said: "Because we are now doing recruiting." After having done PHD recruiting for a number of years, this answer makes me smile because I see no relationship between our recruiting and the number and quality of PHD students that enter our program.

In any event, one of the significant points is that most schools do not plan to increase their production of marketing PHDs. Maybe some persons see a significant upturn in the production of PHDs from these numbers and from what Don Shawver has said. I don't. My conclusion is that demand will continue, or possibly increase, but the supply is not going to increase in the foreseeable future.

We asked each of the three audiences to suggest changes in their own programs. As you might expect, the directors of the doctoral programs were generally quite happy with their programs. I was a little surprised; they were even less critical than you might suppose. Very few changes were suggested.

One of the predictable changes requested was to have more fellowship money to support PHDs. A number of directors questioned their schools' oral examination procedures. Having gone through that same routine here, I can understand. We're always evaluating and re-evaluating our examination procedures.

One of the threads running through all the questionnaires was a desire for more specific PHD courses closed to all others. Apparently many, many schools have MBA courses that are also required of PHDs. I have no idea if there is a real move in this direction, but at least there's a wish for more specific PHD courses. One of the comments that I thought was interesting and, again, no real surprise, was that the ideal PHD program was tailored to what the faculty had as requirements in its own PHD programs.

Only a few schools have a "marketing" PHD. Most schools have a business PHD with some sort of concentration in marketing. More schools seem to be moving in this general direction than in the specific. Rather than moving toward departmental or area control of the PHD in marketing, schools are moving toward college or school control, but with concentration permitted in a specific area.

Of the 38 directors surveyed, 10 mentioned in their questionnaires that "this is a new program we are now evaluating." Apparently a significant number of new programs established in the last few years are now being re-evaluated. This is a hopeful sign. At least I view it as a hopeful sign that programs are being thought about seriously and that changes are being made.

The student survey was much abbreviated, but the questions related to the other two surveys. A common thread that clearly emerged from the student survey related to problems in faculty-candidate relations. They said it in many different ways. Some expressed it simply; some elaborated. Essentially they made this point: Students simply do not feel they are getting the quality or quantity of time from the faculty that they feel they ought to have.

Woodside

How many students and how many schools replied?

Littlefield

We are generalizing from the replies of 100 students at approximately 20 schools.

Schiffman

How did you get the list of students?

Littlefield

Along with the directors' questionnaires, we sent a request for a list of all their PHD students and we sent questionnaires to each of those.

Let me say that Don Shawver and I are considering a follow-up to the three surveys. We need a better sample than we now have for marketing professors, for students, and for directors of doctoral programs.

Pressley

I was just going to suggest that you might want to consider adding to the student sample those who have graduated within the last two or three years. It might be interesting to find out if their response rate would be higher. I don't know if I would have taken the time to answer your questionnaire when I was in the program. But being a relatively recent graduate, I now see things in a different perspective.

Littlefield

This is a good point. One of the interesting things to me was the response of schools; when I got any returns at all from a school, I got heavy returns. Michigan State, as an example, apparently had almost all students complete the questionnaire. I suspect someone at Michigan State gave students the word. While returns for Michigan

State were far greater than for any other school, the returns were from everywhere and included Harvard, LSU, and Texas, among others.

Kendall

Did you say that doctoral students seemed disaffected on the whole?

Littlefield

Yes, I think so, but I'm judging on very little evidence, namely their comments about student-faculty relationships. Students just don't think they're being treated very well. Regardless of the true state, students complain about their treatment by faculty.

Kinnear

We just went through a PHD gripe session. We had a representative of the PHD students come to a marketing faculty meeting and this point came out clearly. The PHD students, particularly first-year PHD students, feel that they are not getting to see faculty members very much. The faculty don't know the students. One result of the meeting is that we are going to invite all the PHD students to attend monthly marketing faculty meetings as observers and even as participants without voting privileges.

Littlefield

The second most numerous comments by students had to do with teaching. They talked about two aspects: first, how PHDs are being taught—students are very unhappy with the way they are taught; second, students are also unhappy with the way they are being taught to teach. There were several comments about the split between teaching and research. Students already are recognizing this common problem that we all face. While no particular solution was suggested, students at least recognize that there is a problem.

Students made several comments, more than the other audiences, about the future of marketing, marketing under conditions of shortages, marketing in a planned economy, marketing ethics, broadening the marketing concept, etc. There were a lot of other minor comments. Some students talked about the fact that they were being prepared to teach when they really wanted to go out and work in business, do consulting, or deal with a government agency. There were suggestions about more specific instructions in dissertation writing, about preparation for examinations, and about selection of doctoral committees. Most of these related to student-faculty relationships. What students are saying is that they don't feel well prepared to do the kinds of things they are later required to do. They are concerned and feel short-changed by the faculty.

Horton

In the student responses, were specific questions raised in terms of course content related to marketing theory or research methods?

Littlefield

There were a few scattered comments on such items as "we have too much emphasis on quantitative methods not related to the rest of the curriculum." A few said there was not enough emphasis on quantitative methods. There was at least one student who claimed that course preparation and examinations covered two different worlds.

Schiffman

I think that a doctoral student looks to a faculty member for guidance in a much more informal way today. It comes out of the undergraduate programs. Maybe five to ten years ago the student had a better idea of the actual role relationships and was willing to push himself more than the present student does. I think students of today have a greater need to be guided than those of five to ten years ago.

I think it has a lot to do with the way students received their undergraduate and possibly their master's education. It relates to what was going on in the '60s. Then, not only students reacted, but faculty reacted. We changed some of our modes of relationships, and the democratic process that is found throughout campuses today was born. Students of today are a lot more vocal, but often I have a feeling it is more political than substantive.

Littlefield

Perhaps a simplistic answer is that PHDs take MBA courses. This adds to their naiveté, and they take on the mentality of MBAs.

Hunt

Let me comment on the points that Leon was talking about. I would like to re-emphasize Pressley's argument that the important people to survey are not existing PHD candidates. Their perspective is so limited, so narrow, and in Dave's terms, so naive, that we should be looking at the people who have been out one or two years. Those first two years out are a tremendously broadening experience for most PHDs.

You could have predicted exactly what existing PHD students would say—more attention, more guidance, more PHD courses, more of this, more of that, how come they don't do this for us, how come they don't do that for us, etc. Then you put them out two years and their new complaint is, why do you want all this spoonfed knowledge? That is a much more appropriate perspective.

If we are going to repeat the survey, I say that we not necessarily forget about PHDs currently in the program, but that we also survey those who have been out one or two years. And the second year probably would be better than the first year. After one full year out on the other side of the desk, it is amazing how your perspective changes on what life's all about.

FUTURE OF THE PHD IN MARKETING

Donald F. Mulvihill was the moderator.

Mulvihill

I would like to start the session on the future of the marketing doctorate (notice, I don't say PHD or DBA) by pointing out that there is more to marketing than consumer behavior. This doesn't come as any shock to you. Let me make a couple of points and then you can have at it, and I will merely serve as a discussion leader.

The last two marketing textbooks in the basic course were written by fellows in the field of physical distribution and logistics, Constantin and Heskett. The point is that we're not dealing merely with the domestic market now, we're talking about the whole world. If we are going to talk about consumer behavior we're going to have to find out not just how U.S. buyers decide what they are going to do or how U.S. managers decide how they are going to approach that market, but how they are going to do it in a global context.

Another point is that there is a tremendous change coming in all areas including marketing. And a lot of people are concerned with what the business future will be like when we've got technological change. I cannot agree with John Howard's comment last night that technology is leveling off. I think we've only begun to see changes in technology that will affect many things, including, particularly, the logistics of physical distribution. So there are a great many areas with which today's PHD will be concerned.

Let me make another observation. We have made a tremendous amount of improvement over the years. There are many people now working in marketing who had to take a degree in economics, not business administration. A great deal of progress has been made in differentiating our discipline of marketing.

The supply and demand situation for new doctorates in marketing has been covered by what has been said so far. I can merely add that if you look at the job market, as some of us do, the number of jobs is about the same or even a little more than a year ago. I don't think we have to worry about our fellows being placed. We are going to have a steady market for the products we turn out. Hopefully, they in turn will be working with other people and continue the whole process.

Littlefield

Let me elaborate on a point that I made before. There is not a doctorate in marketing. We talk about the future of the doctorate in marketing: there isn't one. The evidence that I've seen points out that we are moving the other way. I'm not saying that it's bad; I'm saying it's something I didn't realize before.

Mulvihill

I'm not sure of the other programs, but at Kent State we do have, if you want to put it that way, at least the major in marketing. That is a fairly recent thing.

Schiffman

Also, I think that there is, at least in the Northeast, a trend to reduce the number of areas on oral examinations from three to two, and in some cases from two to one. So although it is called a PHD in business, doctoral candidates are taking core courses in a wide range of functional areas to support behavioral sciences and quantitative techniques. There seems to be in the Northeast a trend for the very important oral exam to focus only on marketing, even though the PHDs are still technically business PHDs. At Baruch we went from three to two, and I think NYU went from two to one.

Mulvihill

I am not really sure that it makes too much difference what you call it. In some schools the doctoral degree is awarded by the Graduate School and is called "PHD". There may be no designation of either economics or business administration. In other schools the degree is awarded by the Graduate School of Business and is called a "DBA". I don't think the name really concerns us. It is the concentration of courses.

Shawver

I think Jim's point was that we are swinging away from specialization in marketing courses toward a broader and broader PHD in business. Requirements include fewer marketing courses and more courses in business and the business discipline.

Woodside

I don't think that's true. I think that, forgetting about the labels, what Leon Schiffman is saying is more the case. We are having more specialization at the PHD level. For example, if a student is going to be working in consumer behavior he might take a course in the sociology department, two courses in the psychology department, a couple of courses in the statistics department or the management science department. All courses would relate to consumer behavior; he would not take more foundation courses or more functional courses across the broad range of areas associated with a business administration graduate.

Shawver

Well, this is a divided issue, at least as I read the questionnaires that Jim Littlefield and I got back. There are some people who feel we are going the route of specialization. The question is: "Which way *should* we go?" How many of your PHDs go out and not only teach marketing but also teach a course in finance or something else?

Enis

How do you teach a course in marketing without telling them about finance?

Mulvihill

I want to get back to what Arch Woodside said because Chicago went to specialization some time ago. I know fellows who got their PHDs from the Graduate School of Business at Chicago and never had any functional courses whatsoever. I think Chicago eventually will swing back to a broader degree. If a man becomes too amorphous, there isn't anything there. There is no nucleus for a guy to get hold of. I think that having the doctorate should not only make a man deeper in his area, but also broader totally, including finance and all the others.

Enis

Yes, I see the issue. But I don't think it really makes that much difference.

Mulvihill

Well, I think that a man has to have certain basic work in the business areas.

Enis

Yes, I agree with you, but it also has to be deep.

Woodside

But the MBA does the job as far as the functional areas of business are concerned. The MBA gives some depth across the functions of business. As far as depth within the area of his research and scholarship is concerned, that's what a person gets at the PHD level.

Mulvihill

What do you do with the person who comes to you without an MBA?

Woodside

He picks one up.

Mulvihill

Some of us are bothered when we sit down with a candidate and the first thing he says is, "How many hours do I have to take and how many years will it take?" He doesn't ask what he has to know in order to pass the field exam. This is in my book a bothersome thing. I'm aware of the urgency of candidates; as far as I am concerned they can go just as fast as they want to. There are alternative routes to accomplishment. But when a guy goes out with a PHD in business and an emphasis in marketing, I think that he should be able to—horrible thought—not only teach but also solve marketing problems.

Horton

Last night we had an Indiana reunion. About the time that I entered the program, Indiana went through a very rapid shift from five fields to three. I don't know whether that's true across the country. At Lehigh we have a very broad-based program. Are there needs for different kinds of PHD programs for people who are going to different types of environments? If you are going to a very specialized, very research-oriented school you may only teach two courses. That's your responsibility. If you are going to a smaller school, you may not be teaching just in marketing. You may have to teach management, finance, and a couple of other things.

Cravens

I think that's a key point. It seems to me that we have different segments of the market that we are trying to serve, and it bothers me to talk about one type of PHD to meet all needs. One type is just not going to do it. There is a continuum between teaching and research and the emphasis varies by type of institution. It is a question of trying to find what programs best meet the needs of the market and then to design programs along those lines.

Ryans

There are not only different segments of the market; there are real differences in programs and in agreement about what they should contain. Let's relate this to demand. We've assumed that there is a demand and we've been talking about a relatively high demand. I've been contacted this year by a number of schools who in the past would have asked for a very specialized person. Now for the first time they're saying they want somebody who can also do something in finance or another field. I think the demand is changing. We may see in certain areas a much greater demand, but for some types of programs demand may decrease.

Mulvihill

I thought perhaps you were going to say something about increased demand as we see it with regard to the international marketing business area. We may see it because we're located in the industrial northeast of Ohio, in proximity to both Cleveland and Akron firms. I still feel rather strongly, to put it bluntly, that we are best prepared to develop this area. Others will do it if we don't. The same was true with physical distribution or logistics. Some folks in other departments, not necessarily in the business school, are getting into both these areas. But we are giving the students an understanding of what the real world is like.

Schiffman

The problem is that when you build a curriculum you think first of a consumer behavior seminar. Then you want a theory-type course, and then you want another course of a particular type. If you start adding a logistics orientation you have problems. Nobody is going in that direction. We have very good faculty in international marketing at Baruch. They're very heavy in the MBA program; however, our doctoral students are all going into marketing management methodology or pure consumer behavior. That's where they want to write and that's what they want to do. Now we can force international marketing or logistics down their throats by adding additional requirements, but we're trying to be more flexible. We don't know the answers yet; I hope to go back with some suggestions.

Cohen

I'm concerned about both the quality of the candidate and the kind of program. I haven't seen too many programs that I thought across the board could turn out people who were strong in all parts of marketing. I think every school has to consider a trade-off. Should we turn out a marketing guy who can do a number of things—teach a number of different courses to undergraduates and perhaps MBAs—or should we try to specialize?

I'm disappointed that some of the schools that have chosen the specialization approach are not here because it would be interesting to get their perspectives. We have, of course, chosen the specialization route at Florida. I honestly believe that it's the right move, given our faculty resources. Most of our research is in consumer behavior and that's the way we're going. There's no way such students can come out of our program without at least six courses in psychology. That's the minimum. Now that does not lead to a very satisfactory marketing student across the board. We don't have enough talent on our faculty to divide ourselves up where we can turn out a models guy, a management guy, a this guy, or a that guy. We turn out a consumer behavior guy; we're trying to do something well.

Hughes

I think that much of what you are expressing and what others have said is the economics of scale problem. When Don Shawver said a large program is only three or four PHD students a year, he pointed out the extent of the economies of scale problem. We are all being pressed to teach more courses or larger classes. Then, too, I agree with the people who say that we have a responsibility for training PHDs to find a job in a segmented market. How can I dispute that kind of thing in marketing? But how are we going to do all these things with the limited resources and the problems of economies of scale?

Just the problem of finding out what the market demands is difficult. Will we turn out really neat students who will end up like the aerospace people did at Cornell, with a new building, a new program? Suddenly, the aerospace industry just went zap. And we can think of other examples—education schools were once the rage, but that cycle only ran five years. Yet, if we're turning out only three or four PHDs per year, who among us can take the time to find out what the trends are, and what the demand is, and what it's going to be like a couple of years out, and what it's going to be like 20 years out. It's like creating a Contac cold capsule, where you want the goodness to dribble out slowly over a long period of time.

We've all seen these cycles. We've seen retailing go out and now come in. We've seen salesmanship and sales management go out and come back. We're seeing a lot of action in sales management right now. Given the economies of scale, how can we give PHDs both breadth and depth? How can we do proper demand analysis? How can we make candidates flexible and well educated enough so that after 20 years out, when the market will inevitably shift, they can shift with it?

Kerr

It seems to me, Dave, that part of the answer to your question is the fact that we are here now. I believe also that this is one of the functions that should involve the American Marketing Association. Too often we do things on a regional basis. Take, for example, the southern job market. Each November at the Southern Marketing Association meetings we end up having a very large job market. Whoever is handling the recruiting finds this out very quickly. We collect very good data as to the number of schools that are in the market and the types of positions that are being offered. But that's only on a regional basis.

Also, I think that some of us here have some pretty good choice options and some of us don't. For example, the situation that Joel Cohen has in Florida and the situation I'm experiencing at Florida State have resulted in two entirely different programs. Florida is going into a much more specialized program than we are at Florida State. We offer a general program. Part of our problem has been that we have far fewer resources to work with than he has. I'll give Joel equal time on that. Florida has made their choice and I think that what they're trying to do is very good. I think that what we're trying to do is also good. I think that we're turning out doctoral candidates who are going to go into different markets. Our program's a little smaller than before, but I think this is true on a state-by-state basis.

I came here with a question: "Is the generalized doctorate in business going to survive?" The session that I'm working with this afternoon on the means of attracting and funding doctoral candidates is one of the issues that I believe in. Our funding at Florida is very constrained right now. I think most people here face a similar situation. It has gotten to the point where you must determine how many you can support. Can you put out two doctorates a year and survive? I don't know. I would think that, in terms of the demand analysis, you are saying that we can't. I know, for example, that we could train more at Florida State right now. There is a demand for our doctorates but we don't have the money.

Hughes

May I put a trailer on John Kerr's response by asking another related question. You said we could do demand analysis by using data generated by the AMA and the southern meetings and so forth. How can we get other economies of scale? How can we send our students down to take courses with Joel Cohen? Could we have a university without walls? This is what I was trying to sell to Helmy Baligh and John Howard last night. Let's put our students in almost the equivalent of a van and then send them to one or the other place for exposure to specialized courses. We might even expose them to business situations in the real world, as risky as that could be.

Armstrong

Aren't we overly optimistic about what we can do with a doctoral student in two or three or four years? We tend to look at a doctoral student as a finished product. Isn't it wrong to assume that when he gets out of our program he is not going to learn any more and is not going to do any more? Maybe it would be more realistic to think of a doctoral program as providing some minimal level of efficiency from which a person can build. In reality, we don't get as deep into a specialty in a doctoral program as we would like. We don't get as much practice as we'd like. If the guy is worth his salt, he is going to learn when he gets out. He's going to learn what he has to learn, to do what he has to do. I'm not very optimistic about what we can teach somebody in three years. That's not a whole lot of time.

Horton

One of the things that I am curious about, if Joel Cohen and John Kerr will answer, concerns the two very different kinds of programs aimed at different kinds of markets. How do they differ? What are your perceptions of the market you're in now?

Cohen

You can see what a bad marketer I am. I don't know that I really understand the market. I think there is an academic area of consumer behavior, but for most of us this is just the tip of the iceberg. It's possible that in a few years you might see a few departments of consumer behavior, or the area of consumer behavior may break into segments that are as different as consumer psychology, public policy, and the descriptive kind of consumer behavior viewed from a marketing manager's point of view.

I don't have a crystal ball. But I'm optimistic enough and selfish enough to think that, if we do our job well, our graduates will do just fine. If we do a lousy job, then I'm not going to be so optimistic.

I think it is good to have specialization. I'm very impressed by the fact that Purdue graduates are absolutely sold on econometrics as an approach and use stochastic models with great proficiency. I think whatever you want to specialize in is fine, as long as you're good at it. When you have been trained well, the field can rub against these issues, and good things will happen.

I want to disagree with Gary Armstrong. I think one of our problems is that we put too much stress on what the student can do after he leaves. It's my experience that the first thing a student does when he leaves is try to figure out the "publish-or-perish" game in order to get promoted. He doesn't have time to do the kind of work in basics that would have a long-run pay-off. We're not giving him that kind of time after he's out. One of the problems in our field is that if we're going to insist on programs with real specialization, we simply have to do a better job of giving the guy the right set of tools.

Enis

Joel, I hear you saying that if we build a better mousetrap the world will beat a path to our door.

Kerr

I think that the market we see for our graduates at Florida State is much more generalized, in contrast to the specialized market that Joel talked about. Over the past few years most of our people have gone to an emerging school that came into being in the late '50s or '60s. There, a person is going to have to teach a variety of marketing courses, and there will be some emphasis on research. The playback I get from our graduates is that they work with other teams of researchers and are able to fit into the team; they've got the basic tools to work with. These are schools where the undergraduate programs are going through quite a bit of change as a result of the demand, and where new MBA programs are coming into being. I think we have a broader market than Joel's. I don't think that Florida's students are ending up in such institutions, so I say that there are two different markets.

Mulvihill

Let me go back for just a minute and remind you that back yonder we had a very controlled market situation. The professor said to somebody: "Here's a man and he's good for you." Then he said to the man: "There's your job." I don't think that's so any more.

Today, I think it's much better to have a free market system. I'm not sure that the controlled situation did any more than perpetuate a dynastic situation, which, I think we would all agree, is not desirable now. The thing that bothers me concerns broadening education. We have found that people in sociology and in mathematics are not too helpful to our students because these experts want to proceed only in terms of their majors. Let's explore the idea that flexibility is one of the attributes that should be in a man when he leaves the doctoral program. Then he can adapt to wherever he goes.

Ryans

Let me make a comment. I'm left with that very sinking feeling which comes from Joel Cohen's comment. I can think of the faculties in English who sit around in isolation talking about greater depth in Chaucer. They enjoy doing it. The faculty engage in things they enjoy and raise very high expectations on the part of doctoral students. Then students go out into the marketplace and end up doing what they were never trained to do.

Klompmaker

Let me give a point of information. At Michigan, we were required to take a three-hour course in teaching and also to have taught at least once. That is, we had responsibility for a three-hour course, usually the introductory marketing course.

Cravens

I'd like to come back to what Joel Cohen said. When I'm looking for a consumer behavior type, I'm to call Joel, and I'm going to call

Purdue for a man in econometrics. For someone in physical distribution, I'm going to call Michigan State or Ohio State; I understand that McCammon is building a program in channels at Oklahoma that is going to be very good.

But here is the problem. If I want a generalist, the school is not going to matter that much. People who are interested in consumer behavior can join our program, and then spread their interests out. While we aren't known for consumer behavior, I still think there is room for a specialist. We don't need many of them, but certainly there have to be specialists if you're going to do breakthrough research. I'm delighted that there are some schools that can afford to turn out specialists.

Woodside

I really think that this is very much related to how you define your market—not your products but your market. Schools should work to define the niche they want to go into. At South Carolina, for example, we have just been going through this and are actually developing five-year plans for what we want to be in 1982.

Do we have to have a specific niche? The answer pretty much defined by our dean is "yes." Given that we want to come up with a particular graduate, the question becomes where do we want that graduate to go, and what do we want him to be able to do. We decided on a very specialist-oriented program producing a student similar to that coming out of Florida.

I think I perceive where Joel Cohen would like his graduates to go. Carnegie, Purdue, Berkeley, Harvard, and Columbia hire a very special type of student. The generalist coming out of Florida State is not going to be considered by one of these schools. There is a market for both types of programs. I do think it is very important to identify what type of market you want your students to go to.

Mulvihill

Could I revise your statement, Arch, and suggest: the type of market that *he* wants to go, rather than the one *you* want him to go to?

Woodside

No, I don't think so, because you have to define your market and what you are going to be doing with your market. If a potential PHD student is interested in logistics, I'm going to tell him to go to Ohio State or maybe Kent State, but he's not going to stay at South Carolina.

Mulvihill

I think what some of us are concerned about is the person's flexibility, his ability to adapt after he gets out, because we run into some fellows, rightly or wrongly, who say, "I can't teach that course." If he's come through a PHD program in which he's had the functional areas, he ought to be able to do it. He might even do a better job than somebody who's been doing it for five years, because the latter gets too set in his ways. This flexibility thing bothers some of us because many people don't get flexibility at some schools.

I am curious: How many of you get into physical distribution at the doctoral level, or at least expose your students to the area? Some of us predict that advances in physical distribution are going to generate great changes in the marketing process. How do you find marketing PHDs to do that? Incidentally, this is when geographers step in and claim to know the answers. If we don't develop physical distribution, geographers will.

Cohen

Let me try to articulate something and get your reaction. My feeling is that we're talking about good things; we all have good things that we want students to do. Some of those good things make him deeper. I don't know how you choose among good things. One thing I think I do know is that there are trade-offs. You have to choose among these good things. I'd hate to be in a position to say what an additional course at the doctoral level in physical distribution is worth to a student compared with a second course in a methodological area that fits right into his research.

Enis

Why do you have to make these trade-offs?

Cohen

I think you have to make the trade-offs or tell the student that he should plan to stay in the program a long time.

Mulvihill

It's not necessarily a course by title that's important; it's a matter of what's within the framework. That's the way, perhaps, we can overcome the problem of trade-offs. Students tend to think of the doctoral degree in terms of the number of hours, the passage of the exams. Another thing that we ought to be concerned with is the people that he runs up against, the people who provide his cross-fertilization, say, the doctoral committee and so on.

Klompmaker

There is an undercurrent here that bothers me a little. It almost sounds like what we're talking about is an MBA program. Some of the people are saying, "Tell me what kind of a product we're going to turn out." I guess I'm idealistic enough to believe that a PHD degree is in fact a degree that prepares one to do research. As evidence of that preparation you do a dissertation that demonstrates that you have done original research or at least have the ability to do so.

I'm concerned about a school asking, "What kind of people should we turn out?" We've gone through the bit when only people who had a consumer behavior background could get a job. From what I can understand of what happened at the last AMA meeting, only the people who could speak "feedback" could get a job!

It seems to me that what Joel Cohen is trying to say is that if someone wants to be a strong, quantitatively oriented researcher, maybe that's the kind of course he should be taking. What we ought to be doing early in a PHD student's career is getting him into the literature and getting him interested in a topic. I'm convinced that whatever the topic is, if the guy does it well it's going to be published.

Mulvihill

I think that we are all kind of subject to our backgrounds, but I do think that some of the "old line" schools are more inclined to do this. I think that those of us who have younger programs are trying to learn to do it.

Hughes

We really have a derived demand situation here. What disturbs me is that in the long-term process we are not going to analyze the basic demand generated by those who employ the students of students whom we teach.

I'm really thinking about Rousseau's observation. Philosophers first put the earth in the center of the universe and then tried to predict where the heavenly bodies would be. They used an epicycle and then they put an epicycle on an epicycle. Things got a little bit better, but finally somebody said, maybe the sun's at the middle of the universe. Then the models got simpler. But there was this whole group of people who had a great investment in the epicycle model and they weren't going to abandon it. I wonder to what extent we are really doing the same thing by not looking at the end demand.

You call an executive these days and ask, "How do you spend your time?" His reply is, "Oh, government and public policy takes about 80 percent of my time." But you are not hearing anybody saying anything about what we're doing for PHD students in public policy. Maybe we sneak it in at the back door because I know, Joel, that you use public policy issues from the Federal Trade Commission in consumer behavior. Maybe we have to address these things more directly than we have. What are we doing about looking into supply and demand?

Tillman

I wonder to what extent well-laid plans get subverted by economics. We would agree as men of principle that a PHD candidate in business ought to have a fairly broad base or "core." Then he is also going to have some sort of special field and he has to know something about marketing. Then he has to have a super specialty which is equivalent in medical terminology to a residency. And that's pretty much the extent of the formal preparation.

Now the economics of the situation suggests that the slave labor market is composed of PHD students. They serve as research assistants to their professors. In order to make PHD students more effective in that role and more useful to us, the middle part gets squeezed. The faculty of the school as a whole holds students responsible for the core; you can't strip away at that too much. So what we have done is to push the super specialty—that is, specialization in the discipline—so that we can generate more efficient research assistants to work for us. In the process, we squeeze out the generalist marketer. The name of the game is that we create researchers because the school won't provide them any other way. I wonder how much the whole grand design gets subtlely subverted in this. We don't consciously do it, of course; we are men of good will.

What I'm arguing is that there is a slack variable in our mix. At present, it is the broader spectrum in the field of marketing. Given our predisposition, we squeeze the slack variable out to make more room for research methodology and specialization.

Pressley

I'm concerned when we talk in marketing terms about meeting long-run demand. The demand of what? The principal demand is generated by the schools where our graduates get jobs. Some persons carry it further and inquire about the people who are hiring students of our students. But what about the demand of students themselves?

I think Joel Cohen's program is a pertinent example. I think you are very fortunate to be able to find people who can narrowly define their interests so well at an early stage of the game. I couldn't have.

Only recently have I been able to define what it is that I really want to do. I don't think the demand of PHD students is just to provide them with jobs. The demand is to provide them with teaching careers.

Mulvihill

We're getting toward the end of our session and I want to touch base with the whole group. How many of you, somewhere in your pursuit of a bachelor's degree, decided that you were going to become a professor of marketing?

Pressley

How many in pursuit of a master's program decided that they wanted to become a specialist in logistics or a specialist in some area?

Mulvihill

What I am saying is that most people, as represented here, somehow backed into being a marketing professor. I hope that ten years from now, or sooner, you will find a different area that you may want to begin. But this is the same problem that students don't articulate. They may not have a subconscious feeling of what they want to do even after they enter the doctoral program. Frankly, with some of them it's a way not to take on other responsibilities. We don't have so many of those today, perhaps, but this is particularly true among master's candidates.

Hunt

I have done an awful lot of listening and I'm not at all sure that we have a problem. It seems to me that: (a) we have a very heterogeneous market where our PHD candidates go; and (b) we have some very heterogeneous kinds of programs and schools, and even within schools there is great heterogeneity of product. At Wisconsin, I know we have some people coming out who are very specialized in particular areas. And we have some people who go out and teach accounting, finance, management, marketing, and the whole shebang. I think this is a very healthy situation. I have been very pleased with the discussion because it seems to me that we are meeting our markets pretty well. I would be terribly concerned if everybody developed a program exactly like Florida State's. And I'd be terribly concerned if they were all like Florida's.

THE IDEAL PHD CURRICULUM

Thomas C. Kinnear was the moderator.

Kinnear

My introductory remarks will be very brief. Our topic, "the ideal marketing curriculum," scares me a little and I think we kind of touched on it earlier. Why don't we, as a basis for discussion, describe our own curricula and then discuss what our students ought to be getting.

Enis

Let me follow up on what Shelby Hunt and I were talking about at the break. I waste about a quarter of my marketing theory course teaching philosophy of science and some of the things that Dave Hughes mentioned earlier. I have, from time to time, proposed to the faculty of the College of Business Administration that we teach one beginning PHD course in the philosophy of science and not the usual nitty-gritty of research methodology. I'm always rebuffed. Would I be rebuffed here?

Horton

Next fall I will be teaching such a course at Lehigh. Unfortunately, given our resources it would appear that my course will be combined with a "bridge" to the dissertation, and will be coming at the end, rather than the beginning, of the program. What we would like to do, if we can ever free up two courses, is to move the philosophy of science to the very beginning. That's what I would call ideal.

Enis

And have it not just marketing, but everybody in the business school?

Horton

Yes. We have only about twelve to fifteen people in residence at any one time in the whole college, which includes economics. We have a fairly broad-based program and what we're considering at this point is the twelve- to fifteen-hour methods sequence that will be required for everyone in the college. This sequence includes intermediate statistics, philosophy of science, some bridge to the dissertation, and one or two optional courses in advanced data analysis, general linear models, multivariate statistics, or econometrics.

Enis

There is no dearth of courses in analysis. But if you want to test a hypothesis, the question to be raised is: "Where does the hypothesis come from?" I don't think students are getting the capability to answer that question correctly.

Horton

This is one of the problems that we have when we look at dissertation proposals. Students never get down to the question of what is a hypothesis, and they have no idea at all of how they are actually going to conduct their research, or how the questions they are raising will be related to the numbers that they are going to collect.

Enis

What material do you use?

Horton

I'm still looking. There is the classic article by Strong on weak vs. strong inference. This is the type of material that we put together.

Schiffman

We are experimenting with a library science required course offered by a PHD in library science. The course emphasizes data sources, especially secondary data sources. We may make it a preliminary basic requirement for the whole PHD program in business, not just for marketing.

Enis

I think that would be an important part of the course I am talking about, but I don't think that is all of it.

Ostrom

I agree. I think at Arizona State that this is one of our weakest areas. Everybody assumes someone else is going to teach the philosophy of science and it doesn't get accomplished. Students begin to take on a techniques orientation that doesn't get to the real heart of the problem. So our department is basically trying to develop a college research methods type of course.

Horton

I'm surprised how few faculty members have an appreciation for a philosophy of science. When I first broached this, my chairman said, "Gee, that looks good, what's it about?" And that's the reaction that I've gotten from a great many people. Surprisingly enough, from the younger people, too.

Enis

It's not so surprising; where should they get it from? You don't pick it up on your own.

Kinnear

Isn't that the one thing we've always let the students wallow with? A part of their requirement is that they must demonstrate that they are capable of pulling that kind of thing together.

Ostrom

In our marketing theory course, part of that has been accomplished.

Horton

It is important enough and difficult enough to merit formal courses.

Enis

I'm looking forward to using Shelby's book the next time I teach the theory course. But I really would rather not. I really would rather have had that material covered somewhere else so that I could then build on it in a markeing context. I find that the management people are doing the same thing. They devote two weeks to this. The accounting people are doing the same thing. They give two weeks to it. We all give the same two-week overview.

Hunt

I'll tell you my experience with theory courses. We have a number of other PHDs in the School of Business who come in and sit in on my theory courses. Even though it is marketing theory, they do not get a philosophy of science anyplace else. It is rather a narrow area, and most of us are not qualified to teach it.

Enis

I don't particularly enjoy teaching it.

Kerr

At Florida State, we have a course called scientific research methodology. It is a combination of philosophy of science with some research methodology, at least the introduction to it.

Enis

What books do you use?

Kerr

I don't know; I've never taught the course. I do know that they have a very extensive bibliography.

Enis

I'm very concerned that the course will become nothing but techniques, because there are so many books on that kind of thing.

Horton

One of the other things that I'm looking at is the standard Campbell and Stanley book on experimental and quasi-experimental designs.

Enis

Yes, that is about as technically oriented as that course should be.

Horton

One of the books that I read recently, which I think we may be using, is Kuhn's volume on the structure of scientific resolutions. The only problem is that it is weighted so much toward the physical sciences.

Hunt

It is very narrow, though. You won't get into anything on what are laws, what are models, what are theories. It is one thesis expanded into a whole monograph. It isn't worth it.

Horton

What I was thinking about was to devote one session to it.

Another problem, too, is that you end up with so much material. When I was going to Indiana we had this guy who did not assign readings, he assigned books. He would say: "Tuesday you will read these two or these three books." So we all ended up with a very nice reading lesson. Actually this was not too bad, because in subsequent years I've gone back and reread the material.

It is important that it not be brought in as one of the last courses. Research courses at the beginning set the tone for the entire program. I think this affects faculty-student relations. Students would change their attitudes toward the doctoral program if we started them with a different orientation.

Enis

There was one comment about a PHD being nothing but a super MBA. It strikes me that the difference between the MBA and the PHD is in the research orientation. Unless this is true, there is hardly any justification for a student going beyond the MBA.

Kinnear

How is your course structured? We have a seminar that is given every term; the faculty designates, within any term, who teaches it and what will be covered. If we want to cover anything within the marketing group we can. Are you set up that way? You seem to be more structured in terms of when you are allowed to do things.

Enis

We are constrained by the number of students who are ready at a given time to take a course. I offer the theory course about once every four semesters. But that's a marketing theory course. I don't want to spend time on philosophy of science. I would rather say: "Remember when you had the philosophy of science course with so and so, now let's go from there." There is no philosophy of science course per se in our program. I'm just raising an issue.

Horton

The course I'm talking about would not be a marketing course, it would be a college-wide course.

Littlefield

My reaction is that students need the material, but there is not enough time to devote a course to it. There are so many other things we want them exposed to. Even though philosophy of science is important, there is not enough time.

Hunt

To me, though, one of the most fundamental problems in our entire discipline is philosophy of science. I go through JMR, JM, and other journals reading the research articles. As I go through, I see a bunch of numbers. Then I see a discussion of issues, not necessarily related, and all of a sudden the authors say, "Therefore...."

And I say: "Wait! That isn't what went on at all." They have no philosophy of science; yet I think that's the most important thing.

Cohen

I still think there is room for sharpening the definition of philosophy of science. I listened but wasn't sure exactly what each of you had in mind. Many, if not most, philosophy departments teach such a course and these courses have value, if we really mean "philosophy of science." I think philosophers can define that course better than we can. My feeling is that we are talking about a number of fairly basic research issues rather than philosophy of science. We may be talking about something more to do with approaching research problems, how you get into research, and alternative designs. That's not as broad as philosophy of science.

Enis

What I'm talking about is more in the middle ground. I went over and tried to talk to the guy who teaches the course at Houston. He's a strange cat! As far as he is concerned, the world stopped in the seventeenth century, he doen't want to talk about more modern problems. On the other hand, there are people in our quantitative department who can tell you how to set up hypotheses.

To me there is a vast middle ground that includes the most relevant areas. We talk about the structure of research, about why problems are formulated the way they are, how the problem relates to today's world, searching the secondary sources, etc. I doubt that this kind of thing gets enough attention in our programs either.

There is much more to do in marketing theory courses than we are able to do. That's why I do not want to spend 25 percent of the course talking about these kinds of things.

Cohen

This may help. Everyone is familiar with Kerlinger's book. Where does it fit in your course?

Enis

To me, Kerlinger is about as technique oriented as I want to get, about like Campbell and Stanley.

Horton

In fact, his revision is much more technical.

Enis

Yes, it is. I would not assign Kerlinger in a course, but it would certainly be on my reading list. Kerlinger begins to get into techniques.

Horton

For example, there is a book by Blalock that is good on nonexperimental data.

Cohen

Now it sounds like you are talking about what would be a good marketing research book. Why not take sections of a standard marketing research book, and you write the rest of the book; then you won't have anymore trouble.

Horton

I think that there are so many techniques to be taught in a marketing research course that PHD candidates deserve more than a single course.

Cohen

The ideal approach is to cover basic approaches in a marketing research course and really lay out the options available. Then you have a separate experimental design, multivariate methods, or measurement course. But I think the first graduate marketing research course ought to start a little broader.

Grikscheit

The general theory course should be for all doctoral candidates, whether they're in marketing or not. I believe that PHDs are research oriented, and therefore everybody coming out should have some commonality in research methods. There's a book by Reynolds, *Primary Theory Construction,* a good little paperback book, that I think everybody in the doctoral program ought to read.

Cohen

Should the accountants take the same course?

Grikscheit

Absolutely. When we come down to courses, we have certain techniques that we would like to teach in marketing. But if we want to offer a theory course, that means we will have to take something important out of our curriculum. We are not going to do it. Then we start having hassles with the accountants, with the economists, with the management people, and with everybody else.

Curhan

I feel I am here in a rather special role. We are about to undertake a DBA program at Boston University. Maybe we are foolish and maybe we are wise, I don't know. I have listened to this business about special niche and specialization very carefully. While we are a little schizophrenic about it, we feel we are undertaking a program for some special purposes and not because the world simply needs a few more doctorates to clear away some imbalance.

What we have done is try to put together a program after analyzing what is going on in programs we consider the best in the country. I would like to outline briefly for you what our program at BU is going to look like. If you would pick it apart, tear it up, and chew it out, it would be very much appreciated.

We are thinking of letting students enter with two different preparations. One would be exceptional students entering with only a bachelor's degree. The second, more conventionally, would be people having an MBA or its equivalent. In the instance of those who came in with just a bachelor's degree, we would require that they go through ten MBA core courses. They would not have to take the full sixteen courses that would ordinarily be required for an MBA at Boston University. We would allow students to waive required MBA courses by written examination. For example, someone who has a particularly strong undergraduate economics degree might waive the MBA economics course, and this is possible all through the program. This brings the bachelors up to the same level as the MBAs.

Next, we have in mind requiring a student to take four foundation courses and to pass written examinations in these four courses. Again, our philosophy is that we want the examination to be a measure of knowing the work, not of completing the course. It would be possible for someone to take an equivalent examination in lieu of any one of the four courses, but that would be rare. The four courses are as follows. One would be a course in quantitative methods, which would provide tools and techniques. The second would be a course in economics, which would focus on the interaction between macro and micro. The third would be a required course in organizational behavior, stressing behavior in management with a good understanding of the fundamentals of individual behavior. The fourth, which is closer to the point, would be a course in research design that would be common to all people entering our DBA program. The course in research design would devote a couple of sessions to the philosophy of science, and then would get into experimental design and statistical techniques. We always assume that this is not an introductory course, but a course designed for people who plan to do doctoral-level research. It would not be designed to give basic instructions in statistics.

Superimposed on these course requirements would be a major and a minor. In the major, students would take a two-course common seminar sequence restricted to doctoral students. Then students would take three elective courses, not restricted to those offered by Boston University, but perhaps chosen from among those offered by cooperating universities in the Greater Boston community. There would be a written and an oral examination for the major, as well as a written and oral exam for the minor. The minor would consist of a two-course common seminar sequence in the minor area, but would require no supplementary course work. A student, therefore, would have to take four foundation courses, plus four common seminar doctoral courses: two for his major and two for his minor. These eight courses would be restricted to people in our new doctoral program. The three outside courses would not.

Finally, in addition to course work we would require a second-year research paper intended to be the first chapter of the student's dissertation. And we would have a teaching requirement or an industry practicum. The teaching requirement would be an apprenticeship to one of the senior faculty and would specifically include the requirement that the candidate teach individual sessions of the courses that the professor is teaching. The industry practicum is designated because we feel in Boston that we are lucky to have a very special marketing community to draw from. That special market includes the high-technology market, the insurance market, the banking market, the headquarters for Arthur D. Little in the consulting market, and other firms.

We do not think of our program as primarily a part-time program, but we are trying to structure it so that a person whose company will cooperate can get through it without giving up his job. That is a little bit different from saying it is a part-time program. There would be some released time, and there would be a joint understanding of the requirements. There is a niche for cooperation; that's why we have the industry practicum. Persons who already have a job can assume this requirement could be waived by virtue of what they have been doing.

Schiffman

I missed you on the specifications for a minor.

Curhan

The specifications for a minor would be a two-course seminar sequence that a student would take with his major. If I am in a marketing seminar, I would have, in addition to the people specializing in marketing, maybe two people from finance who would be taking marketing as their minor. This is necessary to build up mass for these seminars. It is my opinion that doctoral programs, and indeed any course, need a critical mass to get them off the ground.

Littlefield

You say you see a need. Is that a determinant for this kind of program?

Curhan

Let me expand very briefly. Internally we have a need because we are trying to move BU from historically being a good institution to being an excellent institution. We have picked a couple of strategics.

First, we have moved strongly into public sector management and we have moved into health care management. These are tracks in our MBA program, and we would expect doctoral students as well to be very interested in these managerial tracks. Second, the doctoral program is one more vehicle for upgrading our school. Also, we have undertaken the doctoral program in order to attract the kind of faculty that we want to have at BU. So we need the doctoral program. But we have to justify it in terms of what it can do for the students and the world at large.

We think that in the Northeast there is a demand for someone called the supertechnicrat—someone who is broadly versed in research. At this stage, it seems just as appropriate for a researcher with a DBA to go to work for John Hancock as it is for him to go into teaching at one of the emerging institutions that we talked about before. I think they will spread the gospel and do great service in industry as well as in emerging institutions.

From a selfish point of view, we have 38 unsolicited applications from people whom we consider qualified for the first class. Whether that pool will dry up, I do not know; but in terms of the market, it is a pretty strong indication.

Schiffman

An interesting thing happened in New York State. Pace University, which is a growing institution, got their regents to give very fast approval to a doctorate of professional studies program. They have around 80 students in it, I understand. There are no functional areas. They're broad based; the people who are taking this doctorate have an average salary of $38,000. They are all from major corporations in New York City; most of them have high staff positions now. Instead of a dissertation, Pace is going to require something quasi-scholarly and related to their corporate functions. There is not a person there, unless he retires, who is going to become an educator.

Pace has a one-year internship program. The man's corporation has to be willing to give him leave from his job for a year, and he has to go to a totally different industry and be an assistant in a corporate situation. For example, a vice-president of General Foods might become an administrative assistant to the president of the New York Stock Exchange for one year.

Curhan

One of the main concerns of the committee working on our program is that we preserve the integrity of the program so that Shelby Hunt would look at it and say that a good teacher could come out of it. Further, we're trying to maintain the total integrity of our program so that it will pass muster from all those who are here in the room. We're not trying to make it a bastardized doctorate.

I don't want to propagandize, but we are extremely sensitive on this point. We think our long-term market success will only come about if we are legitimized in the same way as other professional programs.

What I am saying is that our specialty may go the way that Joel Cohen's has. We may have identified a specialty for which we will become known, but we don't want to lose credibility and be known as an institution that has only a specialist program.

Kerr

What I hear you say is that you are trying to cater to a working scholar. Is that essentially what you're saying?

Curhan

What we're saying is that we have a goal for an entering class of approximately ten who would come in full time at the bachelor's or MBA level each year. We anticipate that the people who come in at the baccalaureate level might be more inclined toward the teaching option and a more conventional program. The others would mostly want the industry program, unless some of them were retooling to go into teaching.

Kerr

The entry input for the undergraduate doesn't bother me. But let's look at the other side, that working scholar. My experience, and the experience of others, is that this may not work out too well. It is not because you have not legitimized the program; it's because you run into problems with the individuals involved. Some may have difficulty keeping up with the scholastic rigor that you're going to impose. Because of their jobs, they have to choose. You know what the choice will be when their company says that this report has to be out, or they have to go on this trip.

Curhan

We are looking at it from the point of view of companies who would cooperate.

Hunt

I jotted down your program and I would like to comment. It seems to me that what you are doing with this industry-scholarly type of thing is catering to people out there who, for a number of reasons, want to be able to hang "PHD" at the end of their name. There are a lot of other people out there who, for a number of reasons, want to be able to employ somebody with initials at the end of his name. A lot of that goes on. The question is: "Does a person anywhere in business or industry need a PHD?" I don't think so. I think the remaining needs can be filled with a marketing research–oriented master's program. People who go through such a master's program, or through a good MBA program with a concentration in market research, have all the methodology they need to do marketing research in industry.

Curhan

I would hate to think that one of Joel Cohen's graduates couldn't find a very profitable post in General Foods.

Hunt

In the end, I am sure he can. But I am not so sure that his training uniquely qualifies him for anything that General Foods is in great actual need of—except, perhaps, a perceived need for his initials.

My bias is that a PHD should be interested in teaching at the college level, and also in doing scholarly research in the area in which he teaches.

Let me make some final comments concerning research. There is a tremendous difference between scholarly research—what I call marketing research—and market research. In our MBA programs we try to teach people in market research how to determine market share, and all that kind of stuff. Scholarly research in marketing is a very different kind of animal; here you are trying to create new knowledge for the marketing discipline.

Klompmaker

Why shouldn't there be room for more?

Hunt

I think there is a market in business for people with initials at the end of their name. If you wish to cater to that market, I'm sure that your school can get those kinds of people.

The other thing I was going to comment on was the program itself. I would say it is a modest PHD program in terms of requirements. If I were to put a label on it, I would say very modest. Compared to the other PHD programs that I am familiar with, it would be a very modest one.

Ryans

I think we have to realize that after a number of years of having large MBA programs, the next stage is for these people to put pressure on for a PHD. We constantly have requests for this type of thing. I think this is inevitable because people would like to have something else in addition to the MBA to distinguish themselves.

The other segment of the market consists of the fellow who says he would like to get out of hard work and go into teaching. We have had some experience with a few people we have taken on a part-time basis. After you are challenged a number of times, you select somebody coming in who is really brillant and has inordinate credentials. Our experience has been very bad.

Don Mulvihill has one of those people, a brilliant person in fact. There is no question that he is a match for anybody's doctoral student, but it becomes a matter of commitment. He is as committed as anybody I know. Yet, his company commitments still are most important. When the opportunity came along to head up his firm's European operation in finance in Brussels, there was no question which would win out. This is the sort of thing you are talking about.

Kinnear

We're running out of time, and I don't think we have gotten to the heart of what constitutes a program. Maybe we can go back to Shelby Hunt and ask him to tell us what makes this a modest program?

Hunt

I can only compare it to programs I am familiar with. The economics requirement is modest: there are only three PHD-level courses in economics. The quantitative requirements are modest; I would say there should be at least three semesters of advanced quantitative methods.

Littlefield

Do you differentiate between statistics and quantitative methods?

Hunt

No, I do not.

There is no requirement for an outside secondary. What we require is similar to what Joel's talking about. There should be three, four, five, or six courses in an outside area in the graduate program, very often in psychology, social psychology, sociology, and in some other areas as well. An outside secondary should also have stiff preliminary examination requirements. You can compensate for requiring only the two semesters if you make the preliminary examination so difficult that candidates cannot possibly do it with two semesters of preparation.

Two semesters is the very minimum for a minor area. But again, it depends on how difficult the preliminary examination is. If you make the preliminary examination so tough that no one could possibly pass it by taking only two semesters of preparation, then okay. All you have to do is just fail them every semester and they'll start taking enough courses to get through. In addition to the three quantitative analysis courses, we have them take a couple of courses in quantitative methodology applied to marketing-type problems, courses offered by the marketing department.

Well, you have my thoughts. In particular, I think the lack of an outside secondary is a fatal flaw. I very much think that everybody going through a PHD program should get an outside secondary in some fundamental area.

Russ

Define *outside secondary* for me.

Kinnear

We call it "cognate area" at Michigan.

Hunt

"Cognate area," right? Such things as psychology, social psychology, sometimes political science, perhaps mathematics. It must be outside the business school.

Kinnear

The one thing that surprises me about your program is the emphasis on economics. We used to require it as a preliminary examination, but we dropped it recently on the basis that much of what goes on in economics isn't very relevant to what most marketing people need.

Hunt

My thinking is that you should understand the economists because they don't understand us. We have to understand them to rebut them. We have to talk on their terms; otherwise they do not listen.

Kinnear

I would agree with Shelby for people who are interested in the public policy area or advertising. But for those who are interested in cognition, I'm not sure that three PHD-level courses in economics really gives candidates what you want. I think there should be more flexibility.

Armstrong

You are getting to a point that I want to raise. How much structure should you put into a program? It seems like there are several philosophies. At one extreme there is very little work required. On the other extreme, about three times people have stated that their programs are completely structured: You *will* take this no matter who you are.

I'm far more in favor of greatly unrestricted requirements in the program. Then make the right kinds of demands in terms of knowledge before you let the guy out.

Russ

I know Carnegie did not have required courses at all. It didn't matter if you took two courses, five courses, or whatever. Either you know something or you don't. You can get knowledge through one course and a lot of outside reading.

Littlefield

I am going to make a comment about Shelby Hunt's list, and it really applies some to what Ron Curhan was talking about as well. All of you know, and this is becoming more important by the day, that the PHD is an extremely expensive program. I would apply that to a lot of other programs also.

A person may in fact raise his perceived status by earning a PHD. But you add a tremendous cost in dollars and in faculty effort.

I'm not sure how long we are going to be able to afford to send that money in.

Schiffman

I'd like to throw out a question and lead with an answer. We found our program to be most effective when we switched away from a lot of part-time, part-commitment people. There is no way to deal satisfactorily with these people; their primary commitment has to be with their corporation. We have placed stringent requirements on residence. We offer the courses early in the day. It did not work when we tried to satisfy the part-time group; both part-time and full-time groups suffered.

We found it very effective around a year and a half ago to start a general doctoral seminar. All the functional areas in our doctoral program have their own equivalents. The entering doctoral students starts attending the seminar from the day he enters the program. He stays with it once a week until he completes the whole program, whatever number of years he takes. Within the structure of the seminar, he presents dissertation ideas and research that he is doing with the faculty. The faculty also present their research to the students. The candidate is guided to develop a theme throughout his course work that will help lead him to his PHD dissertation.

We have found the doctoral seminar to be the most effective thing we are doing on any kind of consistent basis, taken from the very beginning right to the very end. For example, a candidate gives the faculty his proposal for a dissertation. It must be presented at a particular meeting; then the students vote on it and the faculty vote on it. We found this to work very well. But I am also looking for some other ideas from you. Has anyone else had experiences like this?

Cohen

Let me try to respond to that. I think there are some very important parts of a PHD program that have not yet been mentioned. One of them is doing research with faculty members.

I happen to be a recent convert to more structure; I used to be against it. We need to provide good solid courses, and a lot of them, for students. But I also think that a student who doesn't get his hands dirty constantly and continuously doing different kinds of research for different people, doesn't have a chance. There needs to be a mechanism to assure this in any strong research-oriented program.

Let me throw out an idea about a workshop. We put in a marketing workshop that students can take for credit once or twice but must attend. What it really means is: I don't care whether you sign up or not but you are supposed to be there! At this workshop everyone who is going to do research or is already doing it—faculty and students alike—present their work, and we try not to be too polite.

I think this workshop is the heart of our program. Students get a feel about the "do's and don'ts" of research, the strengths and weaknesses of proposals. They see that everyone has feet of clay, not only themselves. We often invite notable guest speakers; so if any of you get invited, you know what to expect! It is extremely important to have people in a mood where they are constantly looking at research, saying what is wrong with it, and asking how it can be improved. You can't always do that in the context of formal courses.

Ostrom

At Arizona State we have just moved away from the requirement at the doctoral level for combined seminars with all the other areas. Now each area is separate; e.g., finance is separate, we run the marketing seminar ourselves.

We have another seminar, not required though, that runs every Friday afternoon from one to two hours. Everyone is on the firing line to present future research proposals or particular topics of interest, or a specific area that is not covered in our courses but we feel our doctoral students and other faculty should be made aware of.

What we find is the same people presenting and the same doctoral students attending. We didn't make it mandatory because we felt there should be some belief in a student's attitude that, "Hey, I want to learn, I want to be involved, and some of it's going to rub off." But we find now that although we have about ten in our marketing doctoral program, three are attending.

We have 25 faculty members or more in our marketing department at Arizona State, and we have only 8 faculty members attending. On the topics that have University-wide appeal, it is very embarrassing because we have more people from the psychology department and other areas of the university coming to the marketing seminar than we do our own people. We are now considering whether the seminar will become mandatory for students. There is even a discussion that faculty should have to attend so many sessions out of each year.

Kinnear

You are probably better off not having some of the faculty there, judging from some of the places where I have been. Is it the younger, more active faculty who attend or the older, nonresearch type?

Ostrom

The majority are younger assistant or associate professors. But we have two or three older ones also. We have a group that gets along very well. If dissension is to develop, this is the area where it will begin to raise its head.

Kinnear

Back to your point, Joel. We require students to work with faculty members as part of their funding. Coauthored articles before candidates graduate is something we try to work on.

Kerr

The point is that there are many schools that do not have that flexibility. The doctoral candidates at Florida State must teach in order to get what little funds we have.

I want to react to Lonnie Ostrom's statement. I don't think that you should feel embarrassed because you do not have everyone attending your seminar. All that you are saying is that you have different interest segments within your faculty, and you had better be prepared to deal with that. We're not all the same. And neither are all of your students. I think this has been one of our shortcomings in the marketing profession, that everyone has to come out with the same thing.

Ostrom

I agree. But the written comprehensives have questions that may have come from the seminars.

CAN PHD RESEARCH BE MORE SUBSTANTIVE?

G. David Hughes was the moderator.

Hughes

I will be largely your scribe and will put things on the blackboard. Let me start out by writing what you think the question is.

Mulvihill

We generally agree that many dissertation topics are not really of the real world or even close to it. I would like to see the PHD student get into something which is closer to what I think is the world that he will have to deal with later.

Grikscheit

I think magnitude is one of the concepts, magnitude and time. I'm talking about attacking a fundamental question on a scale where the results can be related to the real world. Frequently we have a methodology or an approach, but we employ it in such a way that the dissertation does not relate to the real world.

For example, there are not too many doctoral dissertations that are done with budgets of over $25,000. I was very lucky. My dissertation was funded by NCR. Our question relates to dissertations that "get there and then come back" with some results that have applicability or substance. Part of that word *substance*, I think, is a time dimension

Hughes

So you are saying that the size of the thesis topic should be such that it can be applicable. Have I captured all the elements of your thought? And where size is both time and magnitude?

Grikscheit

Yes, we need studies with size, ongoing projects that last more than six months, with relevant subjects and relevant funding, so dissertations will in fact relate back to the real world.

Shawver

Do you mean size or are you pleading for a more representative sample? Too much research is done currently with only student subjects.

Hughes

Aren't we talking about more generalized results? Don't we want relevant studies in terms of generalizable results?

Klompmaker

I might be expanding the topic more than you intended, so stop me if I am. I am concerned about our question from the standpoint of the PHD, both in doing his dissertation and then what he is expected to do as an assistant professor. I am thinking particularly of the requirement to publish in order to be promoted and to get tenure.

I'm particularly concerned from the standpoint of expecting quantity as opposed to substance. What we are doing today is encouraging people to do research in bits and pieces. I say to our PHDs and our young professors: "Get yourself into a topic that is worthwhile." I tell them that it may take them ten years to get to one, but if they are doing something and are making progress, they should continue. Maybe that's partially what Tom Kinnear said a while ago, but I want to go a little bit further back. I think, in a sense, that our promotion criteria affect today's choice of PHD dissertation topics. I think it goes that far back.

Hughes

You would advise PHD students to develop a long-term career around a given research interest?

Klompmaker

Exactly. When I got into this business, I did so because I thought I wanted to be a teacher. It was only after being exposed to research and people doing things I found interesting that I became interested in accepting a position at North Carolina.

Now when I reach the day I retire, I want to look back and say: "Well, maybe the world isn't too far ahead for what I have done, but somewhere, someone knows a little bit more because of the research I concentrated on." That't the kind of thing I am talking about. Sometimes I don't feel like I am doing that.

Hughes

Why don't we continue on with these ideas and then maybe come back to ask how we can implement these kinds of things? There are some questions that I would like each of you to answer. I am torn between moving on and going into depth.

Pressley

I know that the choice of topic affects more than just tenure and promotability. It also affects marketability, and this then moves us back to what we mean by substantive. I am a little shocked to see the stress on "real world," because when I went onto the market, having passed my orals but still working on the dissertation, my topic was an investigation of why blacks do not purchase mobile homes. It seemed to me that it would be preferable to have blacks in mobile homes as opposed to shanties. There would be an equity building for them, and so on. It was a real-world topic. But I got such negative vibes going around to different schools and talking to different recruiters that I changed my topic. I had one and a half years of part-time work on that subject, but I changed it to a theoretical topic, a brand image–market segmentation study.

What do we mean by the word *substantive*? I am shocked to see "real world" up there on the board. I am pleased, but I am somewhat shocked. I think maybe we need to step back further and agree on a definition of the word *substantive*.

Hughes

Well, each person is giving his own impression of what the definition is. We now have three expressions of what it is, so why don't you tell us what yours is?

Pressley

Mine is perceived from my experience. To me, substantive means making greater contributions to theory.

Hughes

But that doesn't follow from what you said about the need to have a topic that is acceptable for the job market.

Pressley

I find that theoretical is acceptable; real world is not acceptable.

Hughes

I want to get to the root question here. Are you saying "theory" because you really believe it, or because it is economically more viable? In other words, should I put up on the board that what we are looking for is more theoretical research? Or is it research that will get jobs?

Pressley

You asked me one question: "What do you see as the word *substantive*?" I see it, from a marketability standpoint, as synonymous with theoretical.

Hughes

Let me modify it by saying that *at times* the market wants the theoretical. Let me react to a typical letter that came across my desk in the last year. It was from a school in Southern California, which said: "As you might guess, we have enough people who are qualified in behavioral science. What we really need is somebody who can teach marketing." And then they ticked off some courses which would previously have been defined as being institutional, too narrow, and so forth.

We must be certain that when we recognize the point you've brought up, we recognize that the market has this time component. Theory is with us now, but it may be something else later.

Shawver

One of the PHD dissertation abstracts that will soon be published was on the promotion of breast feeding for infants. Is this a substantive topic? The dissertation, I think, was rather well done and it was accepted. I don't know how the candidate explained his topic as he went to the various schools in the country. And I wonder if the topic is really substantive?

How many PHD dissertation topics in marketing are really rather frivolous in nature? How many topics permit a logical follow-up to further the long-term career goals of the candidates?

After reading the 185 dissertation abstracts written in 1974 and 1975, I feel that the duplication of effort is something we should be concerned about. One of the respondents to our questionnaire wrote: "Perhaps we should stake out topics or the American Marketing Association should publish topics and maintain a clearing house where candidates could file topics."

Pressley

Again we get back to the question of what is substantive and what is acceptable. I read into what you are saying that the replication study is, perhaps, less substantive or less acceptable than other studies. A 1969 *Journal of Marketing Research* article by Engel, Kollat, and Blackwell—"Current Problems in Consumer Behavior Research," I believe—cried out for replication. If we are to move from infancy we must become like the other sciences and replicate until we have reliability.

Shawver

Try to publish a replication article in a marketing journal and see what happens. The reviewers will tear you to pieces.

Pressley

Exactly. But I think everyone will agree that replication studies are a necessity.

Hughes

Maybe our criteria for getting an article in print are inadequate. My friends in chemistry tell me that in order to get an article published, they have to replicate their experiment at least twice. Maybe we ought to criticize our criteria for getting into print initially.

Woodside

At the same time, I don't think that anyone should just replicate someone else's work without adding to it. He should use different products or additional variables. But he should extend the previous work. I don't think a step-by-step replication that attempts to mirror, in all ways, a previous work would be acceptable.

Mulvihill

Let me make another point. As far as a great number of people are concerned, the 1975 AMA Educator's Conference was pretty much of a bust, largely because replicate types of research were being reported. So they put out a plea for the next one: "Let's have some things with regard to international, industrial, etc." I agree that replication is desirable, but let's at least push forward a little bit.

Baligh

Today many people would say that almost all researchers in marketing need more substance in the sense of more fundamental structure that is generalizable. That is what I suggest is meant by substance.

Pressley

Are we moving towards an agreement on applicable theory?

Baligh

I don't know what the true state of the research is right now. But I doubt that you can base it on general marketing or marketing research books that are now coming out.

Hughes

Let me get your reaction to something that a physical chemist said to me. He said, "I notice that you behavioral scientists never agree on what the next important topic is in your field." He claimed that if you were to ask all of the prominent physical chemists about the area they should work on next, there would be great convergence in their answers. He said, "There are two things I notice about you behavioralists. One is you never agree, and second, you always shoot at each other in the presence of nonbehavioralists." I think his second observation reveals an unfortunate situation.

Do you have a feeling that we are groping and that the next brick in the wall is not too clear to us? The question I keep asking is, where do we go from here?

Baligh

I think that's very true. Part of the reason, perhaps, is that physicists have their basic structure and we don't. We don't have a structure that tells us where to go next. But we have a related problem. If we leave it to the natural market, then everybody will do the same thing. We need to, perhaps, make a design of how the total discipline of marketing should move. I don't mean: you work on this and you work on that. But people should consciously design their work to connect with others.

Woodside

As far as substance goes, I would look toward a greater relevance and usefulness for three particular groups: the business managers, the public policy makers, and the model builders. By model builders I mean the kind John Howard was talking about—those who attempt to describe the forms of development of the fundamental structure that confronts business managers. So when we talk about substantive research, I am talking about research relevant and useful for managers, public policy makers, and model builders.

Sometime ago I counseled a student against it, but he spent a whole year out of his life on the topic of the historical development of chambers of commerce in the United States. I said: "You are not going to graduate with that topic. I can tell you that right now. Get a different topic, or at least talk to the chairman of the department before you do too much work, or talk to the chairman of your dissertation committee." And he said, "Thank you very much Arch." So about a year later, the dean found out about his topic and, sure enough, the dean said, "We are not going to graduate anybody with that topic."

It is a question of relevance and usefulness. Dissertations should be like Al Kuehn's at Carnegie Mellon or Bill Morgenroth's at Pittsburgh. Both dissertations were very useful. The findings were published in the journals and also published and republished in basic textbooks.

Mulvihill

But, if you go in this direction, some dissertations that made the greatest contribution to theory in the past would have been "read out of the lodge." What I mean is, I am disappointed with this attitude toward the guy studying chambers of commerce. I think a broader-minded approach is necessary.

Now I know the first question is: Is the topic researchable? Then you can come to the matter of acceptability. What about some of the stuff that McGarry put out, or Alderson? It was completely counter to the acceptability criterion in terms of what people then called the "received body of theory."

When we talk about the PHD and his research, his immediate problem is to get a grasp of his research problem and the alternative methodologies he can use to solve the problem. I am not too sure that this, then, has to become his sole career possibility. That doesn't mean that a man might not do something additional along the line.

Time and time again we talk about the promotion bit. I am gun shy because I just got through hearing promotion appeals at the university level. Here is a guy who has three articles, and they are all with the people that worked with him on his PHD and in regard to his PHD topic. And he's got no article that he did himself. It's not much of a publication record for a guy who's going up for associate professor.

There are different standards at different places. My point is that at the PHD level I would like to see a guy try something in which he has an extreme interest. I'm for the guy who is willing to accept the perils of a "far-out" topic. And his chairman ought to be willing to stand by him. I would hate to see an esoteric topic turned down, because I don't know if we can judge now what is not going to be acceptable in the future. Otherwise, we will have a relatively static discipline.

How many of you have had a guy come and say: "I need a topic, what do you want me to do?" This is what goes on in the hard sciences. That bothers me. I would rather have a man come to me and say: "I am interested in this, are you interested?"

Shawver

One point raised in the questionnaires concerned the mechanics of selecting a dissertation topic. Should the topic be suggested solely by the candidate? Or should it relate to a team effort? For example, I know of a distinguished research professor who is engaged in a 20-year study, and there could be as many as ten PHD dissertations based on his data.

Should the dissertation topic be approved by a committee? By the dean? Or does the advisor have sole responsibility for approval? These points are of interest to current PHD candidates.

Woodside

At some point in time a dissertation should add at least a spoonful of knowledge to the marketing discipline. It should not be a piece of straight historical work or a textbook.

Let me give you another example of an unacceptable topic that was actually presented in a 30-page proposal: the marketability of foreign languages in the United States. Now, I don't think this topic is appropriate for a dissertation. It was a straight survey of what the market is for foreigh languages among firms, and my point is that it is just not appropriate for a dissertation.

Klompmaker

It seems to me that in academic research we should be looking for that underlying structure that Helmy Baligh mentioned. We consider what we are doing to be theoretical simply because it is sophisticated and quantitative. It's really not getting at the real structure, per se.

Hughes

You raise a good point. I think that if we look at professionals in our sister discipline of economics, we can learn from them. They fell into a trap when they went into a long period when the emphasis was only on econometrics. We went into the recession at a time when there was hardly any economist around to tell us how we got there or how we would ever get out. But economists are so proud of really sophisticated models.

How did the field react? My friends at Massachusetts tell me that they came in with a program in economics that was really "radical." They picked up these tremendous PHD students who wanted to be where the action was. They could not care less about the sophisticated techniques of econometrics because it had been demonstrated that those techniques failed when the crunch came. As a result, the students who previously had been going into economics departments at a lot of other schools chose to go to the University of Massachusetts. Maybe there is a lesson to be learned here.

Klompmaker

I am reminded of something John Howard said at the Consortium I went to at Western Ontario. He was talking about his "The Theory of Buyer Behavior." Someone asked: "Why did you call it *the* theory of buyer behavior?" Howard said that he might have called it *a* theory of buyer behavior, but he decided to call it *the* theory of buyer behavior because then people would try to knock him down. I think John Howard was doing what Helmy Baligh was saying.

Shawver

The question "Can PHD research be more substantive?" was assigned to this particular panel after looking at the questionnaires returned by professors.

Do I detect a belief that dissertation topics are too frivolous? I believe I do. We seem to agree that dissertations use methodologies and research designs that are not accompanied by fundamental structure. But where do we go from here?

Baligh

If a student came to me with the suggestion that we look at blacks and mobile homes, I would counter with something like the following: "Why don't we see if there is any cultural basis for understanding whether blacks go through a different decision-making process in the marketplace than whites." Even a small piece of that would have meant more to me personally than all that he could have told me about mobile homes.

Pressley

Maybe there is a way to conceptualize this. At one end of the continuum we have fundamental structure capable of being generalized. At the other end is the question whether it is useful for managers, public policy makers, and marketing scientists, which is Arch's idea. Couldn't we also view the ends of the continuum as theoretical structure versus applied strategy?

Klompmaker

I don't think that it necessarily is a continuum. Dissertation research only becomes relevant and useful when in fact it has a structure to it.

If you are going to do a case study, for example, of a black buying a mobile home, without the requirement that Helmy Baligh added to it, you don't get anywhere. But when we look at the cultural basis of why people do things, we are one step further toward understanding.

Why do people buy hair tonic or whatever? First we construct a hypothesis. Then we test it. Next we replicate it if our test was right. Then we might find out whether our underlying theory made sense. If it didn't, it goes out the window and we have to step back to an alternative theory.

There was an article in *Sloan Management Review* very recently that described ten years of research done at Anheuser-Busch. The thing that was neat about it was the very simple design. They went in with a simple curvilinear response function to advertising dollars. When they went out in the field and tested, they found reality was different. The points didn't fit the curve. But rather than saying "we've learned something new," they stayed with their theory and said "we must look at the theory again." They did and came up with the idea that maybe there were two segments. When they went back and tested it that way, it confirmed their theory. It was the cleanest, clearest example I have ever seen of staying with a theory, and it worked.

We should learn something from this. I feel more confident about this research than any other research I have ever seen, because when they had something that refuted it, they said "no, stay with our theory." How do we get marketing people to do this?

Hughes

Let me try to answer part of that question and some others. I'll try to give a response to what may be our underlying problem.

In the scientific process we seem to have the goals of prediction, explanation, and control. In the laboratory situation we want to have a controlled experiment to see if we can predict and, therefore, explain. But we put down prediction, explanation, and control and then we ask ourselves: "*What about our three audiences? What is* the rank of importance for them?" Managers, people making public policy, and theorists rank these goals in different ways.

Managers are more concerned with prediction: Forecast what we do tomorrow, and tell us how we can control it. So I would say that managers rank prediction first, control second, and explanation third. Public policy makers, I would argue, are more concerned with control first, explanation second, and, depending on who is doing the public policy, prediction third. The theorists would probably say explain first, predict second, and would be interested in control only as it relates to the testing of their hypothesis. Now, we have three different audiences ranking the scientific goals three different ways. Maybe this is why we are never going to converge on what we should be doing.

Woodside

But some great dissertations do manage to get into all three goals, and they accomplish all three goals rather well. For example, Al Kuehn's dissertation or Bill Morgenroth's dissertation. I think there are a number of other dissertations that are at the same time empirical, theoretically advanced, and useful from a control point of view. They explain a good bit of behavior as it actually is.

Hughes

Is there any single statement that we can work out here today to tell the rest of the world what kind of research PHD students should be doing? Where should we go from here? Can we come up with one single summary statement?

Mulvihill

Let me go back to an earlier point. I am reminded of a friend of mine who got his PHD at Chicago. He had a model in finance, and

I asked: "How are you going to try to prove the value, compute it?" He wanted to develop an empirical model. I continued: "Suppose you test it in the real world and it doesn't follow, what then?" He replied: "Then there is something wrong with the data." I said: "Look, we will talk about anything you want from now on, but we won't talk about that, because that is the attitude that bothers me, and I can't go along with your point of view."

When I think of a dissertation as being substantive, it means that it has findings that can be used by others. I would agree with Arch Woodside that our students aren't necessarily going to produce dissertations like the ones you keep naming. For example, most of the dissertations at Chicago never reached the level of Joel Dean's study of a hosiery mill. But I think that this could be a realizable type of research to develop.

Scotton

I tend to disagree with David about our dilemma. I agree with Arch. Our standards are too low. The quality isn't high enough. If marketing is to mature as a significant field, we must somehow come up with significant studies.

Woodside

That is the question. Can PHD research be more substantive?

Mason

I thought we were going to move on to the strategy for doing that, because there certainly are practical constraints. I think we do need to get into rather substantial funded research of some significance. We don't do much "research" in the academic realm because we don't have the money. We aren't doing much compared to the hard sciences. There are a few isolated studies and some schools who do this. But in terms of dollars, a typical business school just isn't spending a million or two in the research area. We spend a very small amount of money on research by industry standards.

Woodside

Connected with that, I think it is useful to think in terms of some really outstanding dissertations. For example, John Howard mentioned Al Kuehn's dissertation as a starting point in the field of marketing. I am sure all of us could think of other starting points. One tremendous one was Seymour Bank's dissertation at Chicago in 1949; he was one of the first multiattribute model builders. He had a long article in the *Journal of Marketing*. Today, it looks like it was written in 1967 or 1968. It is a remarkable piece of work.

Baligh

Let me suggest the following. If we look at the total production of knowledge in this area, universities are not the only source. Business is still dominant. In a sense, we should develop a specialization. We should do the stuff that is more the long-run investment, while businss should do the short run. After all, that is what universities are, investments by society in the longer run. We are not interested in the next two years. We are a society that is sufficiently rich to invest now and get a payoff 20 years from now. We are not going to die in the short run, but we will die in the long run if we keep doing what we are doing.

Hughes

I think that is an important point. It certainly relates to the whole question of the reward structure. We might want to ask some questions about the reward structure, because it is underlying everything we say when we talk about the researchable topic. A dissertation has to get positive results because we don't have a journal of negative results. Most universities do not accept anyone who tested something and found negative results. So dissertations have to be a low-risk phenomenon, and low-risk problems are short-range problems.

Baligh

How important is it for someone to show that the entire segment of a space doesn't have a solution? It is very important, yet no one will publish it.

Shawver

Frank Evans at Chicago came close to that; he really didn't find any differences in the personalities of Ford owners and Chevrolet owners. And the University of Chicago accepted his dissertation. The University of Missouri would probably have turned it down because of negative results.

Mulvihill

I have worked with the American Marketing Association a long time, but there are other journals concerned with marketing. Just because we are teachers of marketing in schools of business doen't mean we have a monopoly.

Baligh

Yes, but support by the AMA is necessary and it is our primary vehicle. True, marketing is essentially artificial, a designed system. We have only one natural phenomenon: a human being. Marketing is something invented by man. It is not really a natural phenomenon; it is designed by man. Yet we don't have much on design. Now who is going to do the research on design?

Pressley

Food Technology has come out with one of the best fundamental articles on marketing ever written. But if I were to publish in *Food Technology* I would be laughed off the campus.

Mulvihill

One of our best men in the behavioral line is a fellow trained in economics. He was a founding member of an economic society, but he is as much a marketing man as I am. This baffles me. We tend to compartmentalize, but we have to keep remembering that there are all sorts of boxes out there, and some are right next door. We need cross-fertilization and interdisciplinary dissertations. We don't have many of them. You get a few in the various business disciplines.

Klompmaker

I would like to make this point: we need to allow PHD students to fail. It's a false notion that every dissertation ought to be successful research in the sense that there is a publishable article in it.

What a dissertation ought to be is the thing that gets the candidate going. If the candidate wants to do something totally theoretical, and he has developed his own theory on the basis of a great comprehensive literature review, and has put things together in some way, his dissertation ought to be acceptable. He's heading somewhere.

The criterion for judging the successful or the unsuccessful dissertation ought to be, in some sense, the integrity with which it was done. For what purpose was it done? For whom was it done? If the candidate wants to develop a predictive model, fine. Then he is going to be in trouble if he doesn't predict.

Hughes

You are saying that when we give a PHD, we are certifying two things: first, the person has a certain body of knowledge; second, he has the ability to continue to learn. But we are not necessarily certifying that he got positive results from his research.

Shawver

I couldn't agree with you more. But how many thesis advisors and how many institutions will accept negative results? I am just not very optimistic in this regard.

Klompmaker

The candidate comes in and says "I want to do this," but you say: "That is not research. Don't get into that. You can't handle that."

Maybe this is the point where we should bite our tongues and say "Go ahead and stub your toe." Maybe stubbing his toe is an important process to the PHD candidate. Now, I am assuming that prior to the dissertation stage the candidate trained himself in the techniques necessary to do research.

Mulvihill

There is an analogy to this. I won't ask any of you to say, but if you have served as a consultant and not given negative results sometime, you haven't done a very good job. Your clients may not like it, but as a professional there are times when you should say it. Maybe we should look at the student's efforts the same way.

Hughes

What you are saying is that we have to recognize that to get to where we want to go requires a state of transition. Maybe we need thesis topics that have "safe" sections in them as well as those that have "risky" sections.

TEACHING PHDS TO TEACH

Ben M. Enis was the moderator.

Enis

I think we're a lot better off practicing the marketing concept with students and saying our product is the knowledge that we give to students. They will then turn around and add time, place, and possession utilities of their own to that knowledge and resell it on the job market. I feel strongly that we need to look at a student just as any other customer.

Hunt

The one difference between you and me is that you stress the word *knowledge* and I stress the phrase *process of thinking*. I am not interested in knowledge; I am more interested in the approach to problems. Is that what you mean by *knowledge*?

Enis

Yes, we have no quarrel.

Horton

What is your feeling about the conflicting roles that a professor plays—those of resource person, aide, confidant, counselor, and, on the other hand, evaluator?

Enis

I wish I didn't have to do the evaluating.

Horton

I can't remember the author's name, but there was a book, not too many years ago, that suggested that it would be desirable to have a separate evaluator. The professor would be a resource person. Too many professors pride themselves on how tough their courses, and how low their grades, are.

Enis

When you teach control theory, one of the things you point out is that it is obviously incorrect to have the person who does the work be the person who evaluates the result. I am very uncomfortable with evaluating; I'm more comfortable treating my students as colleagues, and I learn from them perhaps as much or more than they learn from me. I teach in executive development programs where I don't give grades, and there is no problem. So I wish I didn't have to do the evaluating.

Stritter (Professor of Education at UNC)

I have a role problem when I have to be the coach for my students at one point and the referee at another. When I'm forced to make the choice, I usually opt for the coach's role. You're talking about something the Europeans call the external evaluator. I would invite you in to evaluate my students and provide you with criteria and goals. My job is to get my students ready for your examination.

I distinguish between grading and evaluation. Evaluation always provides some type of constructive feedback to somebody about something. Your students need it badly. They need to know the results of their performance. They need your constructive comments on a paper. They need it on the problem-solving process that we're talking about.

Grading is a function that society places on higher education. There is nothing in the research that indicates that grading has anything to do with learning. Evaluation, on the other hand does, very definitely.

Enis

I appreciate the distinction. I don't mind reading papers and making comments. In fact, I have a checklist of things I do just to make sure that I communicate. I don't have role conflict with that problem. But when it comes to signing a grade sheet, I wish I didn't have to. As you say, there is no evidence that grades are any good for class motivation.

Hunt

That is a very different statement; grades may not have anything to do with learning, but grades can be used for motivating.

My students are probably no less self-motivated or more self-motivated than most students. But I personally feel that grades are very powerful motivating devices for getting students to do the things that I want them to do. Let me give you an example: Ben doesn't like objective tests, but I give objective tests all the time. I tell students at the beginning that objective tests will be used as a learning device.

I say: "Now look, I am going to assign a textbook for this course and I'm going to take one question out of every single major section of the textbook. If you have read the textbook, and you understand it, you are sure to get the answers right. If you haven't read the textbook, or if you don't understand it, you will get them wrong. The reason I'm doing this is to make sure you read the book. The reason I want to make sure you read the book is that I think there is information in there that is useful and you ought to know it. If I don't do this, many of you will not read the book."

I ask, "How many times have you taken a test and found there wasn't a single question on the book?" And then I ask, "How many of you read the book for the next test?" Now either you believe there is something in the textbook students ought to know and read, and you reward them for doing that, or you don't. That's the learning theory part.

Enis

Where we differ is that I don't agree that there is any learning in regurgitating something out of a textbook. I think that the literature bears me out on this. I know that this is true in my own case. In college, I knew my textbooks thoroughly and made 100s on objective tests because I have that kind of mind. I can memorize that kind of material. But if my professor postponed his test for a week I was really angry, because then I had to reread the textbook. It wasn't real to me. It didn't have anything to do with what went on outside the classroom.

Hunt

But, if professors don't make sure that students read books, then students won't read books.

Enis

I think my students read—not so they can regurgitate on tests, but because they have written papers to prepare for class.

Hunt

It's straight learning theory: you reward desirable behavior and you punish undesirable behavior.

Enis

The problem is, what is desirable behavior? I see nothing desirable about being able to regurgitate from a textbook.

Hunt

But you do find it desirable that students read the textbook?

Enis

I feel it desirable that students be able to apply the material.

Hunt

But, if students can't read it or don't read it, they can't apply it.

Enis

They can always look it up. This business of closing books, seating students one seat apart because they may cheat, and all this kind of stuff, is antithetical to the colleague-coach kind of thing that we are talking about.

I try hard to keep enrollment in my classes down. I make heavy assignments and have the highest drop rates in school. Twenty or 25 is an ideal group for me. If I have more than that number, my effectiveness drops off. If I had to teach a 500- or 1,000-student section, I really don't think I could do it. Certainly I couldn't teach the way I want to teach. I really want to cause learning. Students should be able to articulate basic principles, and to recognize relatioships.

Kendall

Ben, small classes are okay for you, but there are all those business students and all those other professors who have to pick up your leavings. What's right for you isn't right for the total system.

Enis

I think we should measure results by asking: "Whose students can do what needs to be done?" I find, so often, that students have read books, passed objective tests, and enrolled in the next course. Yet once there, they have no idea what's going on. Of course I am biased and I'm trying to sell my point of view, but this situation is not true, by and large, for my students. By the time they have finished, they are ready for the next course and have mastered the basic material. And they have learned how to write and some other things as well. They have also worked twice as hard as other students, but I believe they learn more.

Horton

How much would a university budget have to increase for all professors to do that?

Enis

Considerably, I suspect.

Stanton

I'd like to follow up on what Shelby Hunt said. I would criticize a professor only if he failed to bridge the gap between knowledge and the application of knowledge. I would not condemn a professor for passing knowledge on. I would condemn him if that were his sole course objective; he should also bridge the gap.

Hunt

The major issue seems to be objective-type tests. Ben, I suggest that maybe you don't know how to make up a good objective test. If you can't get students involved in a thinking process, in application concepts, and still do it in an objective format, then I don't think you have a good objective test. I think it can be done.

Enis

What kind of question would you ask to predict the success of a product that we haven't had before? Pet rocks is an obvious example, and Jimmy Carter's another one. Would you have believed Jimmy Carter had a good shot at being President of the United States?

Hunt

I would find out whether, given a situation, students could apply the kinds of principles we had talked about in class. I can do that in an objective-type format.

Stanton

How can an objective test list all the alternatives any good marketing person in the same situation might come up with? A student can look at a situation with his own frame of reference, with his own cognitive structure, and come up with another alternative and a good solution that the person designing the test hadn't thought of.

With objective tests, you require students to regurgitate a teacher-defined body of knowledge, rather than giving students an experimental-type learning process.

Tillman

It's just agony to think up a good objective question. I hadn't given objective tests in years, but I got stuck with a 300-student section one time and I learned fast to be a good test man. It took about three weeks to create an exam. First, you have to almost invent a case situation or a two-or three-paragraph situation. Then you have to develop some extraordinarily subtle multiple-choice questions that can filter out the thinkers. Then you need a pretest, and that sort of thing. It can be done, but it takes a great deal of effort.

Kendall

The criticism I get is that what we are now teaching is logic and not marketing. A student may know his marketing, but we are playing a logic game.

Tillman

What good is marketing knowledge if you can't use it logically?

Enis

The single most voiced criticism of my own textbook is that there are not enough objective questions in the test pack. Professors don't want to do the kinds of things you guys are talking about.

I don't have nearly as much quarrel with someone who designs his own questions, pretests them, and knows that they are good. What really gets to me is the guy who doesn't want to be involved at all. It's the professor who wants me to decide his questions and then show him the page in the textbook where the "right" answer is to be found. He doesn't want to do any of it.

Unknown

Do you believe in giving the market what it wants?

Enis

Yes, I do. I would not wear a fuchsia neck tie with a gray pin-striped suit, but I'll sell you one if that's what you want.

Kinnear

I feel like I've been in this conversation about a hundred times before and it always reminds me of religion. There's a believer of one and there's always a believer of the others. In class, I talk about cases and a colleague of mine is going to talk about subscripts. We both teach marketing, yet we teach in different ways. Supposedly, our students learn about marketing from both ways.

Hunt

Our doctoral students should at least be cognizant of the issues involved in testing. That involves their giving essay tests, multiple-choice tests, and things like that. My feeling is that there are places for both kinds of measuring instruments. There are some beautiful advantages to objective tests; through time you can create a very good assessment device. But you must have a good discrimination program to cull out bad questions and to keep your good questions.

Enis

What do you do when your discipline changes as rapidly as marketing? By the time you've got your first questions pretested, they are out of date. Would you throw them all away?

Hunt

Would you believe that the basic elements of marketing don't change, only applications of the basic elements change?

Enis

A lot of the tests that I have seen are very much out of date since the OPEC oil embargo. Marketing is just not the same as it used to be.

Hunt

I suggest that it is.

Kinnear

Shelby, I think we have to recognize that you are right on one thing. You can give an objective test that will discriminate between people. You can do that. My objection is that objective tests don't measure thinking very well and they don't measure students. From the students' point of view, they hate objective tests.

Hunt

They hate essay tests if you give them low grades.

Stritter

I would like to add one other dimension, and that is the feedback to the teacher himself. An essay exam can give very good feedback as to whether you're coming across clearly in your coaching.

Enis

I think I will quash any more talk of a particular technique. The point to be made is that there are principles of learning that none of us has gotten any systematic exposure to. Am I right, Frank Stritter? Aren't there principles that professors ought to be aware of, regardless of the kind of test we devise? Shelby Hunt, you talk a lot about designing goog objective tests and so forth; that is an art, is it not?

Hunt

Yes. It takes time.

Enis

How do you learn the basics?

Hunt

Basically it's by trial and error.

Enis

Yet trial and error isn't a very effective way to educate marketing managers. We put marketing managers in the classroom to shorten the time that it takes to reach a desired level of competence.

Hunt

With my PHD students, I try to give them some ideas not only about how to design good objective tests, but how to test, period.

Enis

Yes, that's what it's about. But surely there's a way of systematizing and organizing this sort of thing so that everyone doesn't have to learn it on the street.

Russ

How do we teach people to develop questionnaires?

Horton

I like the idea of the teacher-helper. I don't think it's politically feasible for the professor in charge of the class to delegate grading responsibilities completely to a graduate student. But is it possible that part of the teaching program would be to require PHDs to help grade?

This would be particularly useful in large classes. The professor would simply provide lecture-type information since he doesn't have time to enter into individual contact. The job of persons teaching the discussion sessions would be to get students through the tests. A very good measure of teaching effectiveness would be, in fact, how well students did on the tests.

Kinnear

That would really scare would-be teachers. Every year I get students who have had five or six marketing courses but don't know diddly-do about marketing. It really scares me. I have people in my office saying, "This case we're doing, I can't find anything in any of my marketing courses to help me do it." That drives me straight up the wall. What you are saying to me is that the measure of what a student knows about marketing is that he can pass a knowledge exam.

Unknown

Tom, what's your measure of whether a student knows marketing?

Kinnear

My measure is a very subjective evaluation of their thinking process as evidenced in written and oral form. I quiz students about fifteen times a term in my class, and they don't know when the quizzes are coming. I also quiz them orally, and we have a couple of hand-in papers and a final exam, all of which are cases.

Kendall

You must be talking about MBAs.

Kinnear

No I'm talking about undergraduates. At Michigan we only have about 200 undergraduates during a year. They have a combined grade point average of 3.5. I recognize that your situation may be very different. With a large number of students, you have to go to different kinds of testing procedures just from a logistics point of view. But don't at the same time tell me that such students know a lot about marketing, because I don't think they do.

Enis

I'm not sure. But it's nice to have measures of really good students. My own experience has been that a lot of students can do a lot better than we give them credit for. I'm not willing to accept that Tom can do this only because he has a small, select group of students.

Kinnear

All the general study students dropped my course the second day.

Hunt

Tom Kinnear is talking about what I call the Harvard Syndrome. The Harvard Syndrome is: "Give me talented input, and you can't miss having good output." So Tom's 200 students with a 3.5 and above grade point average at Michigan means you can't mess Michigan students up too much. You just give them some materials and say "go think someplace," and they'll come back and be qualified as pretty good output.

Enis

I'm suggesting that the incidence of bright students is not as small as you might think. There are a lot of people in marketing classes who are bright, but who don't think. At the end of a good teaching process, they think. That's the difference between asking students to do that kind of thing and asking them to tell what was in the textbook.

Hunt

You don't have to say that. You can make a chain of objective questions that is analytical.

Kinnear

You probably can, but I have seen the Stanton and McCarthy questions.

Enis

I hear you two guys talk and then I close my eyes and can hear Jerry McCarthy talking. He would make exactly the same arguments that you make. Jerry would claim that if you used his questions, you would be able to do the kinds of things you are talking about.

Everyone feels he can get results with objective questions, and maybe he can. I don't know. The thing that discourages me is that so many people don't. They use objective testing as a device to avoid contact with the students. Some professors can't even tell you the right answer. They say, "Well, according to the teacher's manual the right answer is on page 25, here it is right here." The professors have not learned themselves.

Tillman

Every quiz I give to a large section, 90 or so, has two parts. I assign 40 points to relatively subtle, short-answer items, to make sure students are learning out of the book. Then students get 60 points of bone-crushing essays to make sure they can do something with what they have. That separates the sheep from the goats.

Hughes

Shelby's point suggests to me that we have confused evaluation of teaching and evaluation of our recruiting and selection procedures. That raises the question: "Is our ego getting in the way of our role in teaching?"

If we are selecting only students who could not possibly be a failure because they are the ones we like to work with, that's one thing. If we are selecting students who have the greatest distance to move—cognitively, socially, or whatever we are doing for them—that's another thing. Maybe our selection procedures should be to choose students who are the poorest and then evaluate how far we move them, not what they attain after they leave us.

Enis

It is certainly true that how well students come out depends to a large extent on what went in. I think one of the important things if you want teachers coming into your doctoral program is that you look for some ability, some desire.

Armstrong

How do we know when we have a good teacher? Are we good enough teachers to teach PHD students to teach? How do we tell if they are good teachers when we get done with them? That's what I'd like to hear. How do you know if you've got that?

Enis

Yes, what is a good teacher?

Stritter

A workable definition of teaching is being able to affect some kind of a positive change either intellectually or attitudinally, or both.

One of the things that I've learned the hard way is that there aren't any absolutes in teaching. What works for one student won't work for another.

We talked earlier about a teacher who is a good actor. That turns a lot of students on, but is it really teaching? Somehow we all have the impression that teaching is standing in front of a large group of students and entertaining them for an hour at a time. Nothing can be farther from the truth. Students need help. It certainly doesn't hurt sometimes to have a one-on-one relationship with your students.

Hunt

If you were a chairman and wanted to separate your faculty into good teachers and bad teachers, what would you do?

Enis

Gary Armstrong, would you accept what Frank Stritter said? Did he answer your question?

Armstrong

No, but now I know what a good teacher is.

Kinnear

What we're asking is how to select a guy before we even know any of that. How do we tell a good teacher when he applies for our program?

Kendall

Why do we demand that teachers be born and not made?

Enis

We are not going to fall for that, are we? We're going to grant that some students are better to begin with, but all students can and do profit from training. I think it is important that we look at some means of screening.

Shawver

You mentioned the reward system and student evaluations. Student evaluations may not be accurate. But as I see it, in the reward system of the future, every assistant professor who wants to be promoted will be asked not only to present reprints of his publications, but also to present his student evaluations. The teacher can use Form A or Form B or one that he designs. A teacher always submits his best publications; similarly, he can present his best student evaluations. But he will be required to document his ability both as a teacher and as a researcher.

Student evaluations is only one part of it. There are schools that ask alumni to evaluate courses two years after they've been out in the real world.

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Enis

That's ideal if you can do it. But does it concern you that the guy who gets high ratings is the guy who can deliver subject matter well? And one of the reasons that he can deliver it well is that he's been delivering it for 20 years, and what he has to deliver hasn't changed? The same guy wouldn't get very high ratings on innovation and bringing new material into the discipline.

Cravens

I keep coming back to what Dave Hughes said this morning, about the reward system and its impact. How many of us started out as research oriented as we are now? Many of us started with the primary goal of becoming a teacher. Then, pretty soon, we learned to play the research game because of the reward system.

Enis

There's not necessarily a dichotomy between teaching and research.

Cravens

I agree with that in part. But if you consider the time problem, for example, there is a conflict. How do you make yourself available to students when you're spending your time at the computer center? In one of the sessions this morning someone metioned that in the training process students also soon learn to play the game. Second-year doctoral students know all about this.

Horton

There is something else here. Granted, there are schools where teaching has some weight in the decision for promotion and tenure. But if you don't make tenure, teaching is worth considerably less on the open market than is research. I think that's crucial. A lot of people look at it this way: "I could be a good teacher, but with all the realities about funding and the many tenured people already at my school, I can hardly afford the time to be a good teacher. My efforts must go into research."

Russ

These are concerns that are very important. But I wonder if we're addressing the issue of teaching PHDs. I'd like to submit, at least for discussion, the question: "Who should be teaching the PHDs?"

We have heard several calls for courses in teaching. I wonder if we're not falling into the sales manager's syndrome that we expect teachers to teach teachers to teach. Is the person who is a good teacher really qualified to teach teaching? I claim that this is no more true than saying a good researcher can be expected to be a good teacher.

Unknown

Don't we model ourselves after those whom we observe? If we have good teachers in action in the PHD program, then the modeling and learning by example is one of the most effective ways of teaching PHDs.

Kinnear

Teaching PHDs is a different world from teaching BBAs or MBAs. The model you want PHDs to see is the good teacher of BBAs and MBAs.

Stritter

It isn't possible to predict who is going to be a good teacher over the years any more than it is possible to predict who is going to be a good physician. Nevertheless, there are many skills that go along with being a good teacher. You need the basic interest and desire in working with students, that's the first step, the art of teaching.

There are also some scientific concepts that you can apply to put it all together.

I teach a course every semester with several PHD students from the School of Business Administration, Arts and Sciences, etc. It is a content-general course rather than content specific. What we do is try to give students a framework. The first topic is one of course or institutional organization. Then we try to provide students with a few skills, such as how to individualize instruction and how to maximize the effectiveness of small groups. We talk about very large lecture classes, and how to break them down into a series of small groups from time to time in order to maximize student interaction.

After looking at the literature over the years, we found that three things really needed to be built into a program to maximize learning. The first is student activity. Students have to do things, and whether they do them in the class or not is not really important. They have to do something. Secondly, students have to receive some type of feedback or reinforcement on their activities. They have to find out if they are doing it right or wrong. Thirdly, they must interact with each other in positive ways in order to test out their ideas, their comprehension, and their logical, analytical skills on each other.

You can build all three components into a lecture, into a small group activity, or into individualized instruction. The way you do it may not be the important thing. There is no *one* definite way for either students or for teachers.

We try to work with our students and discover a way that is comfortable for them. We say: "Look, use more than one way. One way is not enough. Use two ways and you will reach a large percentage of your class; use three ways and you will reach an even larger percentage. But use more than one."

Cravens

I wholeheartedly agree with everything you have said and I try to practice it. I would like to ask how you build student interaction, etc., into a large class. I find that once a class goes above 25, class participation drops off very rapidly.

Horton

One of my colleagues at Lehigh hands out three cards to every student. One is red, one is white, and one is blue. If it begins to look like he's losing people, he says: "If you are with me, hold up a white card, and if you are really with me, hold up the red." If he sees a sea of blue out there, he knows to stop and try to find out what the problem is.

The point is that teachers should somehow try to be where the student is. Most of us are so far away from students that we've forgotten the pain of getting from one point to another. It's very hard for us to empathize with just where the student is.

Pressley

I think my question has mainly been answered. I don't think it's difficult to organize a large class with 100 people or 200 or 300, in terms of developing student activities, projects, case analyses, etc. The problem is what do you do when you assign a graduate teaching assistant who doesn't have assistants under him. How does he provide feedback for a class with 100 or 200 students? Feedback, I think, is the very crucial thing. How do you get feedback from large classes when you run down the chain and there is no other assistant to pass that feedback responsibility to?

Stritter

Maybe it doesn't always have to be from the graduate assistant. Maybe it could be from the students themselves. Possibly it could be done by solutions to exercises: Have your students complete and hand in an exercise and the solution which is written out in advance.

One of the things that we must remember is the power of students teaching each other. Professors sometimes feel that unless they are there interacting with students, the students aren't learning.

Horton

As far as large classes go, we are beginning to experiment with a computer system for instruction. There's a gentleman over at

Duke in economics who has written a series of programs in which he deals specifically with managing a large class. It takes a lot of effort because you have to prepare a very detailed program. But once you've got it, it's a valuable tool. In fact, the Exxon Foundation is giving away about $6,000 or $7,000 to anybody that wants to try to implement this. We're experimenting with it this summer.

Hughes

One thing that I've used in a class of 55 undergraduates and in another class of 65 MBAs is "effective listening."

I noticed that once students had spoken for the day they felt they had done their duty and signed off. We all know that pattern. So I would let them go for a while and proceed to five or six people down the line. When I got to the sixth one, I would say: "How does that relate to what the first person said?" or "How does your point relate to the point on the floor?" Then I would turn to someone and say: "Summarize the discussion of the last fifteen minutes." Or I would announce at the start: "Today everyone who has spoken in the last week must remain silent, and everyone who has remained silent must speak."

After the term was about half over, I discovered a side effect: students were getting peer pressure to stay up to date in their reading, and those who were not willing to do this were dropping out.

Enis

Have you ever seen students taking notes on the remarks of other students? Only the method Dave Hughes mentioned fosters this kind of situation.

Stanton

I have a comment about getting people active in class. I taught QM for three years and one thing we did was to create computer games. That's typical in QM to get people excited. One of the persons who created a game did not appear beforehand to be a really great teacher. But he wrote a computer game, started using it in his class, and suddenly people began to score higher on the comprehensive exams. This implies that people learn more with computer games.

To me the important thing was the attitude this person had: he was really into the thing and was excited about teaching it. I don't know if modeling another teacher is the right thing, but creating the right attitude in class is important. To do this we should identify the attitudes that a good teacher should have and start building those types of attitudes into our PHDs.

I know that when I am excited about my material people listen. When I go to class and am really gung-ho about what I am talking about, I see the interest pick up. When I go in tired and not enthused about some areas of marketing, the students just let it drag. People begin to look around. When I get into the research area, I am really fired up.

Kinnear

To be a really good teacher, you should be able to go in with material you think is terrible and act like you are excited. Suppose you go in one day and say, "This is really dull material but we have to go do it." And then the next day you say: "Oh! This is fantastic stuff!" Then you are trapped.

Russ

Tom, why are you even teaching something you think is terrible?

Kinnear

My point is that there are things in certain courses that are inherently uninteresting to me but that still belong in the course. Logistics come to my mind right away. But I know the benefit to students of a knowledge of logistics, and I am going to be in there letting students think that I am excited about the subject so that they will learn.

Unknown

I think team teaching relates to this point. Some schools have used team teaching to bring in people who are excited about certain areas.

Unknown

If your school is like my school, though, three people cannot team teach and get proper credit. Academic rewards are not handed out for team teaching.

Enis

What are we doing now to pass these ideas along to our doctoral students? I have enjoyed our discussion of teaching and I think we are all learning something. But the title of our session is "Teaching PHDs to Teach." What else can we do for our doctoral students?

Horton

We talked a little about the Doctorate of Arts program at Lehigh. Our program includes a course, they call it a sensitivity course, on interpersonal awareness, where candidates explore the idea of trying to understand where the student is.

Enis

Do you know what kinds of textbooks and approaches are used?

Horton

No. However, a friend of mine who teaches the course criticizes our PHD program for being essentially a cognitive trip.

As a result, a major element of the PHD program at Lehigh is a supervised teaching program, preferably outside of the university.

We have six colleges in the Lehigh Valley, and it's usually possible to arrange a teaching experience for a PHD at one of these. As part of this program, the candidate has to submit a course plan. The faculty member who is the PHD's supervisor visits at least two or three times during the semester and observes the class. He takes at least one, possibly two, videotapes and brings them back to the university, where the faculty and the student involved go over the videotapes in detail. The tapes can be stopped and played back so you can see what is working and what is not working.

Enis

The limitation, as I understand it, of your Doctorate of Arts program is the lack of any kind of depth in "disciplined research." Is that right?

Horton

Well, I don't know. No one is quite certain what the Doctorate of Arts is. As I said previously, it sprang up in reaction to the idea that our PHD was a cognitive trip. We talk about content, we talk about methods, but we don't talk about how you market the DA (Doctorate of Arts).

Enis

Yet, I want my students to be acceptable in the market. I want them to have depth in research skills, and they should know something about marketing. I do not want to be training just teachers. I want to be training marketing students who can teach, in addition to—not instead of, but in addition to—doing good research.

Horton

I have no hopes of getting rid of the DA in the next two years. I would like to take the better elements of our DA program, such as the sensitivity course, and fuse them into our PHD program.

Hughes

I would like to ask a measurement question. Suppose we had a situation where a person was evaluated 50 percent on his research and 50 percent on his teaching. Suppose we used some method of counting research publications, and we weighted equally the student evaluations. I think the thing that is missing in evaulations is peer evaluations. I am not sure students are qualified. I am not sure all the journal reviewers are either, but at least there is some peer evaluation of published articles.

That leads me to the question of peer evaluation. I have had no experience with it and I would like to know of the experience here in the room. Should we use peer evaluation?

Kinnear

If you are up for tenure at Harvard, about six months before the decision four senior faculty members walk in the back of your class and sit down. But that class is not now the same class!

Enis

Which you could have predicted.

Hughes

Should peer evaluation be part of the reward system? Should the faculty at North Carolina ask Helmy Baligh to come over from Duke, and then have someone from North Carolina go to Duke, so that we would have peer evaluation outside of our own reward system? My point is that evaluation can be both positive and negative. If we want to make a person a better teacher, maybe we should separate evaluations from the reward system. How can we do that?

Russ

I don't know whether that is a good idea or a bad idea. It was used a couple of times at North Carolina but has now been stopped.

But, we have been talking about teaching people to teach. At one time we tried team teaching with bigger classes. We had the graduate students, who were assisting, sit in on the lectures. We tried, unsuccessfully, to get the graduate students to critique our teaching, both as an exercise for them in terms of their own teaching and as a critique of our teaching, but it didn't work.

Horton

I do not know whether schools would be willing to fund it or not, but I like the idea of bringing in people from the outside. I wouldn't think that it would be all that threatening to me, for example, to have Helmy Baligh come up and observe me, talk to me, and tell me what his reaction was, as long as I knew he was not going to be going to the dean or my chairman. I might learn a great deal from Helmy without having to be personally threatened by it.

Enis

Could we ask Frank Stritter to say something about peer evaluation? What does the literature reveal?

Stritter

Most of the things that I have read imply that peer evaluations and student evaluations come out relatively similar. Your peers have greater content expertise; they help more with the content itself. In terms of the characteristics of teaching, though, students and peers are relatively similar.

Enis

From what I have heard there are some problems. Your colleagues may be drinking coffee with each other one day and rating each other the next.

Stritter

If you are equating evaluations with reporting to the dean for promotional purposes, it is probably so. But if you are thinking in terms of evaluations as a self-help mechanism, then I don't think so.

I like the idea someone mentioned of sitting around trading ideas about teaching. Evaluations can facilitate that type of discussion.

Kendall

As we talk here, I see that most of us are talking about a traditional teacher and a traditional class. We turn loose a PHD student who may have 40 years of teaching life, two generations, ahead of him or her. What is teaching going to be like 40 years in the future? It may be just designing programs. We have not treated this at all; it might be worth talking about.

Enis

If we had time it certainly would. Also, the caliber and character of our students are going to change so much in the future. Even today, they are not all 18 to 22 years old. I wish we had more time to discuss it.

Shawver

I would like to put in a kind word for student evaluations. Anyone who has used student evaluations, and used them earnestly, will learn a great many things. It may not be ego satisfying, but you will learn things.

One of my colleagues in marketing at Missouri heads up our adult education program. He has all kinds of programs where people come to our campus. He wouldn't think of having a person make a presentation unless an evaluation questionnaire was also used. Then he *knows* whether he wants to have that speaker back again.

There are many myths about student evaluations that are just not true. One is that the young, I-am-your-buddy type of teacher will get great evaluations. Not necessarily so. A second myth is that the person who competes with Bob Hope to try and entertain students gets good evaluations. Again, the entertaining teacher does not necessarily get good ratings.

I would like to urge all our PHDs and future teachers to at least try student evaluations and see what they can find out. Sure, you can bias your questions, or you can do competent research. But my claim is that the person who uses student evaluations will learn something meaningful to help improve his teaching.

Littlefield

By no means am I surprised, and maybe not everybody would agree with me, but it seems that what we have done today is ask questions instead of providing answers, which was our intention. There are a number of points on my mind about our unfinished topics.

As one example, both Shelby Hunt's comments on the ideal curriculum and Ron Curhan's questions about what the doctoral program curriculum *should* be, have made me think that we should spend a few minutes talking about what the curriculum in the doctoral program ought to be. I won't push this too hard because some of you may have other topics that are more pressing to you.

Cohen

I want to raise one point, and I really would like to get an answer. I wonder why we don't have very many of our colleagues or doctoral students doing good descriptive research, or what I consider good descriptive research, in marketing.

I see a lot of poor pseudo-sophisticated research; at least it is not very good. I guess such research puts you higher up on the pecking order than does descriptive research. I think that is wrong and that it is unfortunate for our field. Let me give you an illustration of what I mean.

When you are department chairman, "tough" calls sometimes get through to you. You have no business answering, but you do because you are in that chair. I have had people call and ask me what to them sounded like very reasonable, very straightforward marketing questions. I recognized immediately that there was no way I could answer those questions, though I probably should have been able to. But I rationalized that this was not my thing. Then I thought about who I could turn it over to, but didn't score on that either.

During the fuel crisis there were newspaper articles about the crisis and tourism in Florida. There were calls about "gasoline marketing". Why this rise in gasoline prices? When I was a graduate student at UCLA, Ralph Cassidy did a very interesting paper on gasoline price wars and understanding the gasoline market in Los Angeles. Looking back at that kind of research, I think it is classic. Grether and others really did fine descriptive research. I just don't know if there are people like that any more. I don't know whether we are capable of training people like that. I think marketing is losing something if we are not.

Scotton

I would like to make one comment on that. The generation I went through cut its teeth on good descriptive research. Wroe Alderson and others did a great deal of that kind of research. At one time it was respectable, but somewhere around the mid-1950s it lost respectability. This was unfortunate.

Cohen

Marketing doesn't have taxonomies that are worth anything. Maybe we tried to move up in the pecking order too fast and attempted to gain academic respectability a little too fast. Now, I know my influence has led elsewhere.

Littlefield

Let me attempt an answer. This morning we talked about problems with the PHD curriculum. What I think we said is that we know that there are teachers who need to be trained, but we agreed to let somebody else do it.

Now what we are saying is: "I know descriptive research has to be done, but it is going to have to be done at some other school." Aren't we all saying this? Do we really believe in descriptive research? Or are we saying that descriptive research is slightly disrespectable, or not respectable enough for us, and so somebody else ought to do it?

Cohen

I don't know if I should say anymore. Should I be embarrassed because I think descriptive research is very important and unique to marketing? Who else is going to study markets and marketing except PHDs in marketing? If we don't do it, who will?

Marketers are running about doing modeling and consumer psychology studies and some learn all about some very nice probability distributions. I don't want to knock that. But something has happened to the values placed on descriptive research. It's not easy, quick or cute but I think that it is very unfortunate and I hope the pendulum will swing back the other way. There is room for diversity in our field. I hope that not everyone feels that he should run off and do laboratory research when there is so much about marketing out there and that we do not understand.

Horton

I also think people who want to do descriptive research should be encouraged. What I am disappointed about is that maybe we are forcing pseudo-sophisticated research on people who really don't want to do it; I think that is a tragedy.

Littlefield

Isn't there a simple answer, Joel? When was the last time a descriptive dissertation won one of the AMA doctoral competitions? What was the last descriptive article published in JMR?

Ostrom

Was a descriptive dissertation ever accepted at your University? We haven't had a descriptive dissertation in a long time that was accepted by our faculty.

I think descriptive research is a given. Any doctoral student can do it. But if he is going to do good research, he is forced to be more subtle in order to get it accepted. He is afraid to go the descriptive route, so I think it is basically ignored. But isn't there room enough in marketing for people to do different types of things?

Russ

Our notions about teaching and research are remarkably parallel. We didn't talk about teaching facts, but how to learn. Again, what we are talking about in research is not just uncovering facts, but how to learn. We are focusing on methodology rather than on what actually is happening. I don't know the solution.

The best way to add to marketing knowledge is to teach the thought processes related to methodological issues. Perhaps it is appropriate that our research be the same kind of thing. For example, journalists have a talent for communicating fact-based information. Since journalists are not hampered by the scientific method, they are able to produce considerably more insights than those of us who worship science.

Schiffman

A lot of our judgments have to do with the nature of the dependent variables that we use. Too often the dependent variables in research are selected so the researcher can demonstrate his technique. More researchers should strain themselves to get very good dependent variables. Instead, they grab independent variables that can be analyzed in rather simple, but possibly appropriate, ways.

Journal editors are unimpressed with descriptive research; they don't believe it makes a contribution. I think this is very bad. There is just too much of a technocratic approach rather than an understanding approach in marketing.

There is one other thing that bothers me tremendously, and it also bothers Joel Cohen: we have no feeling for a sense of history in marketing. We are much worse than the organizational behaviorist when it comes to review articles or anything that looks like a review article. We have no sense of history in that we are always looking forward and never look back. We never try to collect and never try to synthesize. It is almost as if it is a cancer in our field to do those kinds of things. It is really holding us back.

Ostrom

I don't want to steal the thunder from some of my colleagues who are going to the AMA and presenting a paper in the replication tradition. One of the things we have not done much of in marketing is replication. You can't get a replication article in a journal.

Schiffman

If you do, it is buried in the back under the list of articles where they show only your name. The writer of a replication article doesn't get enough points. Our structure is wrong. I find better articles by and large in the communications section of the *Journal of Marketing* than in the *Journal of Marketing Research* feature section.

Kerr

One partial explanation is that some descriptive research originates from consulting and never gets written up for proprietary reasons. Most of us are part of a system where we have not had any real pay increase for awhile. The consulting market looks a lot better now than it did a long time ago. So what we are doing right now is quite descriptive in nature, but it's not going to be written up for any journals. Even if it were, no one would accept it.

Kinnear

Don't we see a definite shift in that direction in the editorships of the journals? The editorial review boards never seem to change, but the editorships seem to be moving in that direction at the moment. At least that is what I read from the last two appointments that we have had. We may have some hope of opening up to that kind of thing.

Horton

I was in a seminar with Ralph Day when he took over the editorship of JMR. I remember one of the things that he discussed in his class was the need for a replication tradition in marketing. Whatever happened to it? Obviously it did not emerge.

Hunt

The explanation may be that people are not interested in doing replications, not necessarily that the journals don't give some recognition to replications. As a matter of fact, it is very easy to take a piece of research and to replicate it in part, and then do something additional. This is sure fire for publication. You replicate, integrate, and do something in addition. I did this, and you can publish that kind of stuff. The acceptance rate is very high with JMR, maybe one in three or one in two.

Horton

Could we get back to the content of an ideal PHD program? We talked a lot about methods, and almost nothing about content. I know that many doctoral programs have some kind of seminar on consumer behavior, but outside of that I am not sure exactly what kinds of courses form the core of PHD programs.

Littlefield

In the session with Shelby Hunt this morning, I heard a couple of things like this: "We require everybody to have 25 hours of economics and 30 hours of psychology, but not very much marketing!"

Hunt

At Wisconsin, PHDs take a graduate course in consumer behavior and one graduate course that we call advanced marketing research. They take a marketing theory course. They would probably take three semesters of PHD seminars, each semester being different. One semester is always oriented specifically toward getting a dissertation accomplished. One semester gives a historical perspective of marketing. The third semester is more of a literature review course. Finally, PHDs would take a course in channels of distribution, and they could elect to take a course in product and price management.

I object to the notion, which I have heard often, that we have to have pure PHD-level courses. Almost all of our courses at Wisconsin have heavy MBA enrollments. The only way you can offer such courses economically is with heavy MBA enrollments. We normally have between six and eight PHDs in residence, and we graduate about two each year from our program. You can't have five courses just for PHD candidates.

Our courses differ from the usual in that they use more of what I would call a solid approach to subject matter than the usual kind of practical, MBA-oriented, problem-solving approach. If, in fact, our courses used the Harvard MBA approach—"throw 18,000 cases at them and let them run through it"—I think they would be inappropriate for a PHD candidate. We take a much more scholarly approach in our courses, which I think is appropriate and desirable. It works.

That is basically what Wisconsin PHDs have in the matter of courses. I can't imagine anybody even thinking about taking a marketing prelim unless he has at least that as a background.

Kinnear

The only difference between Wisconsin's program and Michigan's program is that we have a seminar on marketing and public policy.

Hunt

We have a graduate course in the business school at Wisconsin on public policy which some of our students take; it is not specifically in marketing.

Littlefield

What kind of education do PHDs get if they are overwhelmed, as they will be, with MBAs in their class? Or, to put it another way, if PHDs control the class, then what do the MBAs get? We are talking about different markets, different careers, and different outputs.

Hunt

We want Wisconsin PHDs to know something about marketing. For example, you teach MBAs about price management in a graduate course. Why not have PHDs sit through that graduate course and learn about marketing? I don't see anything so wrong with that.

Enis

I agree. I think some MBA courses are appropriate, yet I expect PHDs to do some different additional things. I think PHDs can rub shoulders with MBAs, but there are courses where that is not appropriate.

Cohen

One honest answer to what courses are in a PHD program relates to what faculty members a school has. Any good PHD program has to capitalize on the talents of the faculty who are there.

I think part of the PHD program must clearly be a research thrust and be directed toward preparing students to do research. Part of the PHD program consists of perspective courses, marketing theory or others. Then there are marketing management kinds of courses. You have to expose a student to some good thinking abut these courses since many go out and take jobs, *teaching marketing.* I think the Harvard case approach is a perfectly good way of teaching some of these things.

Schiffman

You feel pretty strongly about selections from the PHD candidates who apply. What kind of criteria have you been using?

Cohen

All of our candidates at Florida should have good natural ability. They must also have demonstrated academic performance and motivation. How do we judge these things? The grade point averages are, of course, a real problem. They vary depending on the school a student comes from, what courses he has taken, etc. In a lot of cases grade point averages are not very helpful. Test scores we take as an act of faith, although we have just looked back on the people in our program the last couple of years, and test scores didn't predict all that well in many cases. With motivation it is almost impossible to judge.

If people apply from an undergraduate program in Florida, we are at the point where we insist on a personal interview. But interviews are not infallible. I sometimes have a magnificent interview with someone who says: "This is exactly what I want, I am going to really work hard." Most people say something along these lines. It's a "good" thing to say. But who knows?

I haven't seen that many good PHD applicants. When I was at Illinois, I was very pleased with our ability every now and then to snatch a truly talented student out of the undergraduate program. Maybe one of our problems in PHD selection begins at the undergraduate level. I think that there are some great undergraduates, very creative people. But by the time many get to be graduate students, the creativity has been taken out of them.

You really want to get bright, interested students and I don't know what is happening. I am not ready to blame large sections or multiple-choice exams or any other scapegoat. We have not been successful at Florida in attracting good people from our undergraduate program. I don't know why. Maybe it is the teacher evaluation emphasis. Undergraduate classes are pitched at a level where the best students are not turned on with the kind of intellectual curiosity it takes to go on to graduate school.

Littlefield

Are you saying that you cannot get undergraduates to even apply? Or are the ones who apply no good, or what?

Cohen

At Florida we are not even getting our undergraduates to apply. I think there is something dreadfully wrong for that to be the case, because out of 1,800 undergraduates in our college, marketing has about a fifth of them. I would think that one or two undergraduates a year ought to be worth looking at, but we are not getting them.

Littlefield

If it is any consolation, we are having the same problem at North Carolina. Part of our dilemma is that we do not have undergraduate majors.

Woodside

Isn't it understandable that undergraduates would want to switch institutions? Wouldn't it be good advice for students to switch institutions between undergraduate and master's and doctoral work?

Greer

I believe many students think exactly that way. They have heard that it is better to have two or maybe three institutions on their records.

Woodside

More than just on their records. Sometimes students end up with two high-level courses with the same teacher. Students may switch to get broader experience. Or they may not want to have to face that same teacher again.

Schiffman

There is another very important factor. No undergraduate student, even after four years, has a self-image and concept that "I am going to be a professor." Somebody has to tell him that or show him he has potential. Students are very far removed; professors are always sitting on the other side of the table. Even if we keep on giving a student A's and we think the world of him, unless we tell him that he has the potential to be a professor he is not going to believe it.

Kerr

I see the same thing at Florida State that Joel has observed. I have seen very few undergraduate applications this year, and this is the first time in three or four years that I have seen any who are capable.

Moving on from an undergraduate degree to get a master's is now becoming very much of an economic problem. Tuition is going up rapidly in the state of Florida. Tuition waivers are becoming quite scarce. This also affects doctoral candidates coming in, and the best we can do on tuition is to waive the out-of-state portion. All graduate students have to pay in-state tuition. Some students find this economically impossible and move on to graduate programs outside the state. With this economic situation, you say: "Go someplace else and get another orientation; here are four schools I think you ought to look at."

Curhan

I am not sure that I want to recruit for an MBA program or a doctoral program from the undergraduate business school. Although

I occasionally teach in the undergraduate school, and like to teach in it, I do not look at it as a hunting ground for the upper-level student.

If someone is going to go into consumer behavior, I would much rather have him come from one of the social sciences. If someone is going into logistics, I would much rather have him come out of a quantitative undergraduate area. I do not look favorably on an undergraduate business education as preparation for graduate level work in marketing. I would rather have students with a good solid liberal arts background, or students who are good solid engineering undergraduates, and let them get their business training at the MBA or doctoral level.

Littlefield

Let me make a friendly prediction. Once you get your program established and you try to get people at the level you are seeking, you will become far more liberal than you are now. When you look at the paucity of really top people, their backgrounds fade quickly in importance. The fact that a top student has been in your classes is not quite as important.

Curhan

But is there a paucity of top people? Or is it that it is easiest to recruit from the pool of those you know? I am of the opinion that there are a number of people who have taken their undergraduate work in physics, and suddenly or in an evolutionary way decided that they do not see themselves growing in that area or even getting support in that area. At this point, they become prime candidates for redirection into a business program.

Littlefield

I haven't found a way to get to them. I would love to have the best physicists and the best mathematicians.

Curhan

I am only observing that in the recent recessionary period, there was an opportunity to do this. There has been a tremendous interest on the part of liberal arts and scientific undergraduates who see dead ends in their chosen academic fields. Recent years have represented a tremendous opportunity to recruit the best from among them.

Mulvihill

A good man is a good man, wherever you find him. I don't hold that you must necessarily find him in the so-called traditional disciplines. Aren't we really seeing at the doctoral level the impact of more students with a different mix than we had back yonder?

Ryans

We work very hard at Kent State to recruit at the undergraduate level. We have a careers day. We recruit in the high schools, and we try to recruit for our MBA program from local people. We work very hard to attract the top ten percent of our undergraduate group, and our counselors talk with them about our program and other programs as well.

Curhan

The only comment I can offer is that were I counseling, as I indeed do, I would not point the top ten percent of a high school class into an undergraduate business program. Were I counseling high school students who plan to go into a graduate business school, I would counsel them to go first and get a good liberal arts degree, or engineering degree, or whatever excites them.

In other words, your strategy of recruiting the best high school students for your undergraduate business program may be absolutely right. But my personal philosophy is that undergraduate business education provides a terminal degree. Students should not plan to use the undergraduate program as a step up for entry into graduate school.

Ostrom

You should consider the content of a particular program. AACSB has flexible requirements. At least 40 percent of the hours of a program must be outside the business school; some schools have up to 60 percent outside. Also, it depends on the type of people you have in your program. At Arizona State, we have 600 in our MBA program; 50 percent of those are engineers.

One thing we find is that even though students go through an undergraduate program in business, they are not really capable of handling graduate work in a business. This is true whether doctoral students come out of our own College of Business or out of some other discipline. Good people are good people, no matter what their background.

Hunt

Has anyone brought up a point about which I feel quite strongly? There is no question in my mind that some schools don't take undergraduate business majors into a master's program for the sole and simple reason that they know there is substantial duplication between master's programs and undergraduate programs.

I talked about this with a dean not too long ago. His school stated in their catalogue that they would not accept undergraduate BBAs into their MBA program. I said: "The reason you are doing that is because of duplication." He looked at me and said: "You are right, you are absolutely right. What can we do? We have only so many faculty and they have only certain things they can teach. Here is our program. We *can* do something good for the engineers. In point of fact, what we are doing is taking an engineer and giving him the rough equivalent of an undergraduate education in business. Then we tack a master's label onto the student; he will be happy and we will be happy."

Curhan

I hope that is not the prevailing case.

Hunt

I have a feeling that it is a lot more prevalent than many of us would like to admit. At Wisconsin we have both two-year and one-year MBAs. When we take Wisconsin BBAs into our MBA program, we have to find something that is different from what they have already. It really keeps us on our toes to make sure we provide something beyond an undergraduate degree and deserving of the MBA label.

Mulvihill

I am most concerned with the doctorate. I wouldn't claim that the engineer-trained MBA student is necessarily a better man for the doctorate than an MBA with a business background.

Kerr

It seems to me that we are getting into a different era at Florida State. Our MBA students are younger now. Our MBAs are primarily people who have finished an undergraduate program and are coming on line with little or no background experience in anything other than going to school. I sense this in my graduate seminar. The current MBAs aren't like graduate students of former years who were a little older, a little more mature, and who knew what they were in school for and were willing to put forth the effort.

At the doctoral level, we like to have a person who has been away for a couple of years, either teaching at a community college or a four-year institution, or somebody who has been in business and is coming back to academics. That little extra maturity seems to work very well with our program.

I have seen many doctoral candidates in the past three or four years who came directly out of a master's program. They have not worked; they have not done anything but go to school; yet they are extremely bright people. They have either a highly quantitative background or a behavioral background, and they are eager to finish up and get into the profession as quickly as possible.

Maybe we now have two separate age segments entering into doctoral programs. But I haven't been able to distinguish between the person who has an undergraduate business background and a person whose background is in another discipline. This may be because we are not getting too many people out of the other disciplines. We are not getting that mathematician. We are not getting the person who has had five or six courses in psychology.

Cravens

I wonder if the economic situation and the whole environment in universities isn't responsible? The narrowing of the salary gap between an MBA and a person with a doctorate is causing relatively more people to stop at the master's level. In the decade of the '60s, an academic career may have been more appealing.

I know that now if someone comes to talk with me about a doctorate, I feel an obligation to share the pessimistic perspective that I see for the next decade compared to the decade just past. Maybe I shouldn't do it, but I feel that way.

Curhan

Academicians are clearly going to go back, as they were in the '30s and '40s, to being relatively underpriviledged wage earners in society.

ATTRACTING AND FUNDING PHDS

John R. Kerr was the moderator.

Kerr

When Jim Littlefield asked me to moderate this session on attracting and funding PHDs, I thought my task would be very simple. At Florida State, we don't have enough resources to take on more than two or three PHDs per year. This year, we are not even sure we are going to get those because we don't yet know what our budget is going to be. This has been a real dilemma for us.

I thought that what we might do this afternoon is get some idea of what each school represented here has been doing over the last two or three years and what changes have taken place. I think a historical perspective probably is a good way of looking at it. Then, given a particular set of circumstances, where do we go from here?

Let's each tell our own stories in terms of where our people are coming from, what we are doing to get them, what type of funding we have, and what we anticipate for the future. Who wants to lead off?

Littlefield

At North Carolina we have, off and on over the last several years, tried to do recruiting. We recruit in our own way, but I see nc relationship between the number of PHD students that we get and our recruiting efforts. As an example, we worked very hard last year recruiting for this academic year, and we got only two students. This year, perhaps because of other pressure, we gave up. We did essentially no recruiting and we will probably have six new students.

Greer

Maybe your recruiting had a delayed effect. Maybe some of these six students are due to things you did two or three years ago.

Littlefield

Yes, it is hard to measure and hard to know where to put your efforts. It takes a long time for a school to develop a good overall reputation, and even then I am not sure how a school's reputation effects prospective students. We would like to think that professors advise their students to go to the best schools. But I'm not sure how well that works. I am very ambivalent about what we ought to do at this point, if anything.

Grikscheit

At Utah, some of our PHDs are former MBA students who have been teaching at small four-year schools. We obviously attract from this small market of students.

Cravens

Do you attract foreign students?

Grikscheit

Yes, this year we have three foreign students who are just outstanding.

Cravens

We have had a heavy influx of foreign students at Tennessee. I think our transportation program has been responsible for part of it.

Schiffman

We're planning on doing some recruiting at Baruch; we haven't done it in the past. Do you have any do's and don'ts to recommend?

Ryans

One of the important things is to develop a contact at each place you visit and then let your contacts know that you are coming.

Cravens

John, do you feel that you have to make a personal visit to an institution to get a favorable response?

Ryans

Yes. This is very interesting because recently I spoke with a couple of people who had decided on paper to go to another school. But after they were able to talk to somebody personally about it, they changed their minds.

Curhan

What types of questions do you find PHD prospects most interested in?

Ryans

They are usually very worried about it. They are concerned with how your program functions. They also ask about money.

Curhan

Aside from the money, what kind of questions do they ask about programs? Or are questions about programs answered in the literature that you distribute about your school? Or do they want further amplifications that aren't ordinarily discussed in the literature?

Ryans

The questions are more related to a student's own interests. Students will come in with a list of very specialized questions.

Curhan

So, what you are saying is that students seek information not ordinarily available in the publications that you put out?

Ryans

Yes. Prospective students are also interested in opportunities for teaching.

Kerr

One of the things I have heard is that the quality of the students coming into marketing today is not what it was two or three years ago. In looking over applications at Florida State, I expected the scores would be going up, but that has not been our experience. What experience have the rest of you had?

Littlefield

I don't think there is a trend. Next fall we have a group of outstanding people coming to North Carolina; last year we had virtually nothing.

Curhan

I would like to ask Leon Schiffman why they are going to do recruiting at City University of New York.

Schiffman

All of the New York schools are recruiting. This is true for Columbia, it's true for NYU, and it's true for City University.

CUNY draws heavily from the New York metropolitan area. We've drawn some foreign students, and we sometimes draw students from other parts of the country who came to New York with a job in mind several years ago and now want to convert to academic interests. But we attract students mostly from the Northeast because we cannot afford to go elsewhere for recruiting.

CUNY has a lot to offer a student in terms of financial assistance, because we are in an unusual position. When Bernard Baruch passed away he left The Baruch School $6.5 million for funding MBA and PHD fellowships and scholarships. The funding now comes only from the interest; we do not even have to touch the principal. We also offer teaching assistantships which have high pay. Still, rather than just having applicants come to us, we have to go get them.

I think that the quality of applicants in the marketing area in the last two years has been substantially poorer than in other disciplines. I am discouraged about this. You get a lot of people who are having fantasies, who are really rather immature, and who really have no goals. For some reason the accountants and the organization behavior people are doing a lot better than we are. Maybe we ought to talk about why. We know that money attracts accountants, but I wonder why the organizational behavior people are doing a better job than we are. Maybe they have more organizational skills than we have. I think we have a lot to offer but we are not out selling it.

The nature of the doctoral program at Baruch has shifted substantially. Formerly, we attracted a lot of adjunct-type students who held interesting positions like director of new product development, or director of market research for an advertising agency. At some point such students face a situation where they have to choose between their commitment to the PHD and their commitment to some kind of offering by their organization. They generally choose their organization and water down their commitment to us. That is a very undesirable position both for students and for us.

So we have changed requirements very substantially. We have put in a residence requirement of one year of full-time study, and we have switched times to mid-day for a substantial number of courses. Instead of classes meeting at four o'clock in the afternoon, they now meet at eleven o'clock or twelve o'clock. We have not said that students cannot come from industry, but we have made it difficult for them.

So far we have been able to have doctoral courses where no MBAs are permitted to enroll. The head of our doctoral program in business carries the title of associate dean. He is an organizational behavior man.

Kerr

Joel, what have you done at Florida?

Cohen

I have only been at Florida for two years, not a sufficient amount of time to do very much. But Florida has a Center for Consumer Research, a university-wide interdisciplinary research center. We have outside funding from grants from various agencies for research projects. If we found students we wanted, we probably could find money for them. Yet last year we rejected every applicant. This year we have only two people entering; one has a Fulbright from New Zealand and is coming specifically to study consumer behavior. I wish more students would have a purpose.

I don't think the market is operating very well in terms of information. We get letters from people who appear not to know why they are writing us. In a number of cases people call and I say, "We don't do that." There is not a lot of rationality. I think there is a real information problem.

In terms of recruiting, we would like to bring in some different sorts of people, people who traditionally do not enter a marketing program. We would like to get more behavioral scientists in our program. We are talking to the psychology department about a joint venture with respect to recruiting. They seem to be for it, and I think we will do it.

I would like to feel that we can recruit marketing students who have fairly clear ideas about what their interests might be in starting the doctoral program. I don't have a lot of confidence right now that this will happen in the very near future. I am not sure exactly why, but the results of two years are that we are in kind of a catch-as-catch-can situation.

Kerr

Dave, what have you found at Tennessee?

Cravens

I think the same thing. Of course, our program in marketing at Tennessee is relatively new. We have had, for ten or fifteen years, an economics PHD and an interdisciplinary organizational psychology PHD. And we have an interdisciplinary management science program. To some extent our doctoral program in business competes for students with these three areas. Frankly, I am unimpressed with the quality. We have ten people in our marketing program right now; out of that ten, I could strongly recommend only three or four of them. That is as far as I could go.

On the funding side, we are in good shape. We have a lot of government contract money and a lot of released faculty time for research. Those funds come back to the department and we use the money for teaching assistantships, research assistantships, and what have you. We are fat on money. Indeed, every one of our doctoral candidates has been funded, some of whom I don't think should have been in terms of their capabilities.

We have some money that must be spent within a year or it is lost. If we had the capability to carry this money over, we could be more effective. We also have the same kind of thing you have, Leon, only we have a $3 million capital grant. Our grant is not restricted just to assistantships and scholarships; we can also use it for faculty research.

Kerr

Tom, what have you found at Maryland?

Greer

It is a mixed bag. In fall 1976, we will admit four new people as marketing majors to the doctoral program. We support these people at a modest level. We actually have the capability from internal funds to support many more, but we can't give a large amount of money to any one student because of university regulations. We have a large pot of money that we can use and could support three times the doctoral students we have. It's discouraging because the amount of money we give plus free tuition is, frankly, not a lot. I wish we could change the regulations as to the amount we can give any one person.

Littlefield

I would like to know the amounts if anyone is willing to talk about it.

Greer

I can't give over $4,500 cash and free tuition to any doctoral candidate for nine months.

Ostrom

That's significantly more than we give. That is very impressive. At Arizona State we give $3,200 the first year, $3,400 the second year, and $3,600 the third year.

Schiffman

Are these amounts for working? Or for fellowships and scholarships?

Ostrom

The pay is for a student who teaches two sections. We are going up next year, and it looks like we will probably start at $3,600, move up to $3,800, and then to $4,000. After our candidates finish their oral comps, we can pay them up to $7,500.

Littlefield

In any case, are they required to teach two sections?

Ostrom

In general, yes, but some do equivalent research in our bureau. One of our faculty complaints is that we don't use our doctoral students specifically as faculty research assistants. We have numerous MBAs available for that. We have over 600 MBAs. The MBAs are used quite effectively, but our problem is with PHD research.

Cravens

At Tennessee, we go up to $5,000, but I think we could go higher if we wanted to. The problem is that if you do it for one, you have to be ready to do it for the rest. So we vary between $4,000 and $5,000 in most cases. Tuition is remitted for teaching, but not for funded research.

Littlefield

Is that nine months or twelve?

Cravens

If it is teaching, it is nine; if it is a research contract, it is for twelve months.

Littlefield

We pay $2,900 for nine months. Most of these people do research. Occasionally we have somebody teach, but for the most part it is specific faculty research assistance. Then we pay $900 for the summer, so students receive $3,800 for the year.

Cravens

How much do they actually work? That is one of my complaints, and I think I am not the only one. We are not getting the output that we ought to. If our candidates at Tennessee teach, they teach one course per semester of basic marketing. If they do research, they are supposed to work 10 hours per week during the school year and 20 hours per week in the summer. Incidentally, they all have to pay in-state tuition. Out-of-state tuition is remitted.

I have struggled with this problem for years, but I still haven't got the answer to how to get more output from doctoral candidates. Maybe we have to pay them more to get better production. I am not sure. The problem is not all due to our lack of management skills.

Curhan

We pay $2,500 for MBAs to be assistants at Boston University. A good part of that is tuition remission that gives students a tax break and the rest is a stipend. The typical MBA is a research assistant who works twelve to sixteen hours a week while assigned to a faculty member.

Then we have teaching assistants who get $3,000 or so a year for teaching, not the main lecture but the discussion sections. This is the only place we use teaching assistants and this is the only way we use teaching assistants. Typically, we draw them not from our MBAs but from our doctoral students and others in the metropolitan Boston area.

Schiffman

We have three kinds of funding at Bernard Baruch. We have straight scholarship funding with no work requirement, which is now in the neighborhood of $4,200 per year. I think tuition is waived also. Then we have research assistants. The amount is in excess of $5,000; I'm not sure about tuition. Then we have teaching assistants, doctoral students only who have already finished most of their course work. They are paid $7,500 or so, sometimes maybe even as high as $9,000.

Kerr

At Florida State we pay $4,000 for the academic year. We are on a quarter system and candidates have to teach four sections during the three quarters. Are you essentially on the same thing at Florida, Joel?

Cohen

Yes, but the scales are a little bit different. We pay $3,500 for research assistants and get mixed performance. We have some outside grant money which should help bring up the level. We are also trying to structure something through our Center for Consumer Research where we can bring people in and pay them more.

The level of pay is something we need to work on. I am well aware, as I think everyone here is, that students shop around for attractive deals. I can well understand that a married graduate student who is offered $3,500 at one place and $5,000 somewhere else can see a big difference.